

**SCHAUM'S  
OUTLINE  
SERIES**

**TEST ITEMS**

*in*

# **EDUCATION**

by **MOULY and WALTON**

*including*

**3100  
test items**

*EDUCATION in the U.S.  
EDUCATIONAL PSYCHOLOGY  
TESTS and MEASUREMENTS  
EDUCATIONAL SOCIOLOGY  
HISTORY of EDUCATION  
PHILOSOPHY of EDUCATION  
GUIDANCE and COUNSELING*

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**SCHAUM'S OUTLINE OF**  
**TEST ITEMS**  
in  
**EDUCATION**

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BY  
GEORGE J. MOULY, Ph.D.  
and  
LEWIS E. WALTON, Ph.D.

*Professors of Education  
University of Miami*

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## Preface

This book is dedicated to the cause of the better preparation of teachers in training. It stems from an idea which makes good pedagogical and psychological sense, an idea which, to the authors, is long overdue. Although modern education has emphasized the need to make testing an integral part of the teaching-learning process, tests are still used in the average education class essentially for the purpose of assigning grades rather than for the learning experience which they should legitimately provide. It is time we put testing in its proper perspective: research supports the continuous use of evaluation as an effective learning technique; students are eager to determine the adequacy of their learning; they want to know the nature of the test on the basis of which they are to be graded. We owe it to them to provide them with such material.

This compilation of test items is an attempt to put into the hands of the student the means of promoting his greater understanding of the basic concepts of teacher education and of evaluating the adequacy thereof. Whereas, no doubt, it has implications in terms of the "Battle of the Grades" waged periodically between instructors and students and for the "means fair and foul by which they attempt to outwit each other" as well as for the organized collectors of test items who believe in giving themselves and theirs a bit of an advantage in this battle, its primary purpose is to improve learning, both through the specific content of the items and through the extra study of basic material which the items should promote. Specifically, this book makes available to students test items which, the authors hope will (1) focus their attention on the important concepts of the various areas; (2) stimulate their thinking and, thereby, help them to broaden and deepen their understanding of subject matter; (3) permit continuous appraisal of the adequacy of their preparation; and (4) facilitate the review—and the consolidation—of the material studied.

This book is different from any other book. Consequently, its effective use—as indeed the effective use of anything—demands that the user understand what it is not meant to be as well as what it is meant to be. It is not meant to replace the basic text: the latter is essential to provide continuity to the material. Furthermore, although some people might want to consider it as such, it is not meant to be "teaching machine" material. On the contrary, whereas a good grasp of the content of the items included in the book would undoubtedly provide students with a better understanding of "education" than many of them now get, the principles of effective study demand that the material of the courses be approached through a more systematic source. The items provided here should help the student gain a more adequate grasp of the concepts presented, especially from the standpoint of the finer distinctions between what is good, what is best, and what represents loose thinking, if not downright error.

Whereas it is not intended for use as a classroom text, this book has very definite possibilities for use in connection with the average class in the professional sequence



in education. First of all, it should provide effective out-of-class material which will promote a deeper understanding and more intelligent discussion of the concepts presented in class. It should stimulate more and better preparation for examinations and increase the overall scholarship of education students. The material can also serve as a source of ideas to the instructor in the construction of his own test items.

The coverage of the field is, of necessity, limited. This is particularly true of certain areas which do not lend themselves readily to evaluation of the type used here. It is also obvious that individual variation in the programs of different schools might make some of the areas included more appropriate for graduate than undergraduate students. It was the goal of the authors to cover the undergraduate sequence of courses in professional education with primary emphasis upon (1) Introduction to Education, including Education in the United States; and (2) Educational Psychology, including Human Growth and Development. Also included is coverage of various degrees of adequacy of the areas of the Foundations (History of Education, Philosophy of Education, and Sociology of Education); Educational Tests and Measurements, Guidance and Mental Hygiene; and Curriculum, Teaching Methods, and Classroom Management. The book is not addressed to the graduate student although, to be sure, he might find considerable use for this material in his preparation for his comprehensives as well as for examinations in the special fields of education. It should also be of direct benefit to the teacher planning to take the National Teachers or the Graduate Record Examinations in connection with securing a position or seeking admission to graduate school or professional advancement. The Table of Contents gives a more complete listing of the extent of coverage of the various areas.

The items are five-choice multiple choice. Although it is recognized that a variety of test items might be more appropriate for the testing of the knowledge of a field as broad and complex as teacher education, it must be noted that the questions presented here are not exclusively—or even primarily—for the purpose of testing. Since they are more for the purpose of promoting learning, an attempt was made to devise questions that bring out discrimination between alternatives of different levels of acceptability. For this, the multiple-choice item seems best suited.

In keeping with the authors' primary purpose, namely promoting greater insights into the concepts studied, some of the questions present alternatives that are very close from the standpoint of acceptability. Others present alternatives, the acceptability of which revolves around points of view on which a certain element of disagreement is bound to exist. The "best" answers, as the authors see them, are included—with the full realization of the possibility of the student's occasional disagreement with the authors' choice. This, rather than objectionable, is highly desirable, for no finer learning can take place than that promoted by having to defend one's position. Most of the items, on the other hand, have been tried out in college classes and have proved quite satisfactory. The authors hope the serious student will find all of them useful in increasing the depth of his understanding of the concepts of professional education.

G. J. MOULY  
L. E. WALTON



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# Chapter 1

## Education in the United States

### A. Its Status Today

Meaning of education

Aims, objectives, functions of education

Philosophy, ideals, principles, theory of education

Statistics of enrollment, institutions, costs, and personnel

Legal bases of education

**Directions:** From the five alternates in each item, make a selection which will *best* and *most adequately* complete the statement or answer the question, as the case may be.

You may check your choice by turning to the answers given at the end of this book.

✓ 1.1 The best definition of education is that it is

- a. preparation for life
- b. synonymous with schooling
- c. acquisition of knowledge
- d. learning from books
- e. growth resulting from experiences

✓ 1.2 Education can be defined *best* as

- a. development of intellectual growth
- b. the appropriation of others' ideas
- c. an experience of civilized people only
- d. a process of bringing about changes in people
- e. learning obtained through the aid of a teacher

✓ 1.3 Education, according to John Dewey, is best described as

- a. a preparation for life
- b. getting ready to do things
- c. the acquisition of knowledge
- d. a summation of discrete parts
- e. learning to do by doing

✓ 1.4 Which of the following is *not* a characteristic of education according to today's theory?

- a. It is a continuous lifetime activity.
- b. It is a process of factual absorption.
- c. It includes informal activities as well as formal schooling.
- d. It involves experiences of pupil-living on several levels.
- e. It is as much a process as it is a product.

✓ 1.5 The *basic* source of educational objectives is

- a. human experience
- b. colleges of education
- c. professional organizations
- d. educational psychology
- e. state legislatures

1.6 Concerning the purposes of American education, it can truthfully be said that

- a. there is in evidence positive direction shown by teachers and administrators
- b. there is missing a national organization to set up objectives to guide teachers
- c. there is a discrepancy between the listed aims and the activities of pupils
- d. teachers have found it impossible to implement the purposes set up
- e. the objectives which have been set up for education have been unsatisfactory

✓ 1.7 Most educators hold that education

- a. should be intellectual and intellectual alone
- b. should stress applications rather than principles
- c. should help one to adjust to his environment and to adjust his environment to him
- d. should stress principles rather than applications
- e. should pinpoint future leaders of our society and develop an intellectual elite

✓ 1.8 A major concern of the school today is to

- a. promote rugged individualism among pupils
- b. indoctrinate pupils with our social values
- c. help pupils solve personal and group problems
- d. eliminate pupils who are obvious misfits
- e. prevent students from joining Communist youth movements

✓ 1.9 According to Crow and Crow, the purpose of formal education is to

- a. make students constructive and active members of society
- b. make students more intelligent
- c. make students obligated to the school and state
- d. form definite opinions in the minds of students
- e. create a good name for the school, state, and nation

1.10 The *primary* responsibility for determining the aims of education should be the

- a. teacher
- b. administrator
- c. textbook writer
- d. society
- e. parents

1.11 Objectives of education such as those proposed in the Seven Cardinal Principles or by the Educational Policies Commission have been arrived at *chiefly* by means of

- a. public consensus
- b. traditional influences
- c. legislative enactment
- d. judgment of experts
- e. haphazard solution

1.12 Generally speaking, aims or objectives in formal education are *least* likely to be

- a. abstractions of race experiences
- b. applications of scientific procedures
- c. analyses of social conditions
- d. results of professional discussions
- e. goals determined in the classroom

1.13 To be good, an educational aim should

- a. be capable of analysis into specific procedures which can be carried out
- b. have the support of an educational authority such as the E.P.C.
- c. be focussed upon preparation for pupil activity in the future
- d. be independent of desires and interests of the learner
- e. be so general as to fit all types of learning situations

1.14 Objectives of any school subject must be

- a. teacher-derived
- b. general in nature
- c. determined by the content of the subject text
- d. the basis for content and class activities
- e. the same regardless of place or conditions

1.15 The objectives of a given learning experience should be

- a. defined by the curriculum maker
- b. determined by the contents of the textbook used
- c. defined by the students
- d. determined by the teacher
- e. determined cooperatively by teacher and pupils

1.16 The real goal of education should be

- a. securing a diploma or certificate
- b. acquiring skills, habits, and knowledge
- c. training to make a living
- d. mastery of subject matter
- e. accepting traditional institutions

1.17 Which of the following is most questionable as a goal for modern education?

- a. Is the school teaching the student the meaning of social relations?

b. Is the student acquiring competency in reading, writing, speaking, and listening?

c. Is the student learning that the rights of the individual come before those of others?

d. Is the student being taught how to guard his health and his safety?

e. Is the student being encouraged in those arts which will help him enjoy his leisure time?

1.18 Which statement *best* represents the aim of education in U.S.? We aim to educate

- a. our leaders
- b. our followers
- c. all those within a certain age limit
- d. all those through senior high school
- e. all those who can profit from education

1.19 According to the democratic concept of education, it is the teacher's chief function to guide students so that they

- a. follow all directions without hesitation or question
- b. participate in class discussion with an uncritical attitude
- c. respect authority and obey orders given
- d. develop the ability to choose among alternatives intelligently
- e. develop academic skills and competencies

1.20 Which of the following was one of the Seven Cardinal Principles?

- a. self-realization
- b. human relationships
- c. ethical character
- d. economic efficiency
- e. none of the above

1.21 The plan of the Educational Policies Commission for the general education of youth in the secondary schools is described in the book called

- a. General Education in a Free Society
- b. The Eight Year Study
- c. The Impact of the War Upon American Education
- d. Education for All American Youth
- e. Planning for American Youth

1.22 Which of the following doesn't belong with other items taken from a famous list of objectives?

- a. Health
- b. Command of the fundamental processes
- c. Vocation
- d. Expression of religious impulses
- e. Worthy use of leisure time

1.23 Educational objectives of self-realization, human relationships, economic efficiency, and civic responsibility were formulated by the

- a. American Council on Education
- b. Educational Policies Commission
- c. Parent-Teachers Association
- d. United States Office of Education
- e. National Education Association



### 1.24 The Socio-economic Goals (1934) for America

- a. gave evidence that educational aims reflect conditions of society
- b. constitute an example of how business interests dominate our education
- c. neglected to mention freedom or fair play as an aim
- d. omitted the development of active, flexible personalities
- e. none of the above is correct

### 1.25 Which of the following is *not* one of the Seven Cardinal Principles of Secondary Education?

- a. self-realization and efficiency
- b. command of fundamental processes
- c. ethical character
- d. physical and mental health
- e. worthy use of leisure time

### 1.26 Which of the following was one of the objectives of education as stated by the Educational Policies Commission?

- a. human relationships
- b. effective home membership
- c. ethical character
- d. worthy use of leisure
- e. none of the above

### 1.27 The Seven Cardinal Principles of Education were recommended by the

- a. Educational Policies Commission
- b. National Education Association
- c. Commission on the Reorganization of Secondary Education
- d. President's Commission on Public School Policies
- e. President's Committee of Ten

### 1.28 The film "Secure the Blessings" contends that the most important function of the schools of today is to act as a

- a. "filling station" of knowledge for students
- b. training ground of democratic principles
- c. "baby sitter" for parents
- d. training ground for vocations
- e. bulwark against non-conformist ideas

### 1.29 Which of the following is *not* a function of the school?

- a. help do whatever society feels needs to be done for its betterment
- b. do that which some other social agencies may be doing badly
- c. represent and carry out the will of those controlling our government
- d. teach pupils to do better that which they would do anyway
- e. point out higher levels of activities, standards, and opportunities

### 1.30 The "residual function of the school" refers to the belief that the public school should

- a. teach only academic and cultural subjects
- b. discontinue its practice of preparing for college
- c. have a monopoly of the education of all pupils residing in its area

- d. perform those educational functions not handled by other agents of society
- e. enforce the principle that the right to educate youth resides in our federal government

### 1.31 The point of view of most teacher education instructors is that public schools should

- a. indoctrinate for democracy and against communism
- b. refrain from discussing local political or social questions
- c. teach religion in the classroom
- d. balance individual needs with group welfare
- e. teach a new social and economic order

### 1.32 Public secondary schools can best serve their purposes by emphasizing

- a. better college preparatory courses
- b. courses to prepare students for vocations
- c. education for the intellectually gifted
- d. experiences for all types of students
- e. more extra-curricular participation

### 1.33 The main purpose of the nursery school is to

- a. meet the needs of growing youngsters two to four years old
- b. provide for the care of youngsters while their parents work
- c. provide a training ground for prospective elementary teachers
- d. provide recreational opportunities for youngsters
- e. help parents to better understand their children

### 1.34 The school that has *best* emphasized the development of good health habits and social training is the

- a. college or university
- b. senior high school
- c. junior high school
- d. elementary school
- e. nursery or kindergarten

### 1.35 Exploration and try-out experiences are the *special* functions of

- a. elementary schools
- b. junior high schools
- c. senior high schools
- d. junior colleges
- e. senior colleges

### 1.36 The junior high school and the junior college are most alike in that they both

- a. offer college preparatory work
- b. offer the same learning activities
- c. serve as transitional phases of schooling
- d. offer definitely planned terminal courses
- e. came on the educational scene the same year

### 1.37 Which of the following is *no* longer considered the major function of adult education?

- a. Remedial education
- b. Recreational education
- c. Occupational education
- d. Political education
- e. Americanization of foreigners

1.38 American public education is democratic in the sense that it

- a. emphasizes local initiative
- b. admits students to all levels for which they are prepared
- c. maintains separation of religions, creeds, races, and colors
- d. uses only elected officials
- e. is founded upon state rights

1.39 In this country the secondary school is considered to exist for

- a. the children of all our citizens
- b. the children of the middle class
- c. those who are without handicaps
- d. those who plan to go to college
- e. those who can pass the subjects

1.40 It would be *incorrect* to say that the American educational ideal

- a. is based upon the right of everyone to develop a self-satisfying life
- b. stresses equality of opportunity for everyone to develop his potentialities
- c. deliberately searches out and develops the differences in individuals
- d. expects each citizen to contribute to the well-being of society
- e. includes none of the above

1.41 It would be *incorrect* to say that the American educational ideal

- a. places responsibility on each person to promote the welfare and betterment of all
- b. rejects the notion that citizens ought to obey the mores and laws of society
- c. finds it difficult to fix the line between individual advancement and group welfare
- d. rejects the assumption that a particular group should have special civil rights
- e. none of the above is a correct answer

1.42 Our democratic philosophy of education

- a. stresses the need for all citizens to have the same ideas
- b. calls for converting individual differences into common traits
- c. is founded on the belief that there can be no liberty without responsibility
- d. emphasizes order and obedience in the classroom as an end in itself
- e. says that the school's job is to defend our institutions against criticism

1.43 The democratic theory of education *requires* that

- a. students decide all questions affecting their welfare
- b. students be given choices even if they are sometimes wrong
- c. students use the ballot as a basis for all decision-making
- d. the group leader be elected rather than appointed
- e. the teacher give the job of coordination to students

1.44 Which of the following criteria may be used to judge whether the school program is consistent with the philosophy of democratic education?

- a. Is there a friendly, personal relationship among the staff and students?
- b. Are there rich and varied experiences to provide for a well-balanced general education?
- c. Does the situation promote knowledge of the pupil and his needs?
- d. Is there provision for specialized interests and skills of pupils?
- e. All of the above.

1.45 To meet the needs of youth adequately, the public school should

- a. assume that the needs of our social order will change
- b. assume that the needs of our society will not change
- c. standardize the curriculum
- d. standardize the textbooks
- e. standardize teaching methods

1.46 According to Thomas Jefferson, a modern nation

- a. cannot expect to remain free
- b. cannot remain ignorant
- c. cannot be ignorant and expect to remain free
- d. can be free but not ignorant
- e. cannot be free and expect to remain ignorant

1.47 According to educational authorities, it is the obligation of the community to provide a suitable educational program which includes within its scope

- a. the elementary and secondary levels only
- b. only those students who wish to attend college
- c. out-of-school youth as well as those in school
- d. only those who are intellectually competent
- e. those in school but not those out of school

1.48 Progressive educational philosophy holds that schools should

- a. interpret and support present day social institutions
- b. pass on the social heritage, but avoid any concern about the nature of present day social change
- c. educate in terms of preconceived objectives decided upon by experts
- d. develop in youth an awareness of social change and equip him with ability to think critically in order to insure that current developments may become social progress
- e. make a blueprint of future society and prepare youth to bring about the changes needed in our institutions

1.49 The emphasis in the classroom should be on

- a. the needs of the class as a whole
- b. the needs of each individual child
- c. the subject matter
- d. a and b above
- e. a and c above



1.50 Which of the following is *not* generally recognized as a basic principle underlying American education?

- a. equalization of educational opportunity
- b. local sovereignty in control of education
- c. support of public schools by taxation
- d. compulsory nature of our schooling
- e. election of school administrators

1.51 Democracy and authoritarianism generally agree with respect to

- a. social philosophy
- b. political philosophy
- c. educational philosophy
- d. economic philosophy
- e. none of the above

1.52 In a democracy, the philosophy of education will differ from that held in countries under communism in that the children are taught

- a. the state is supreme
- b. people in other countries are to be hated and mistrusted
- c. to obey orders without question
- d. the state is the servant of the people
- e. to subordinate their interests to the service of the state

1.53 The modern philosophy of totalitarianism is best expressed by which of the following statements regarding children?

- a. Children exist for the state.
- b. Children should not be subject to national propaganda.
- c. Potentially children, and not armies, form the strength of the nation.
- d. Each child has distinctive fingerprint and a unique personality.
- e. The personality of a child is sacred.

1.54 The generally accepted opinion in the United States is that

- a. education is legally a local function
- b. federal control of education is needed
- c. states should be deprived of authority over education
- d. a national system of education is desirable
- e. parochial schools should be supported by public taxation

1.55 The total enrollment in all schools of U.S.—private and public, elementary, secondary, and higher—is today *closest* to

- a. 7,000,000
- b. 14,000,000
- c. 23,000,000
- d. 37,000,000
- e. 50,000,000

1.56 Approximately . . . % of all Americans, 5 to 17 years of age, are enrolled in 1961 in our public schools.

- a. 25
- b. 50
- c. 67

- d. 83
- e. 91

1.57 Which of the following states enrolls in its schools the greatest percentage of its total civilian population?

- a. Ohio
- b. Utah
- c. Iowa
- d. Pennsylvania
- e. Rhode Island

1.58 Assuming that in 1900 11% of the nation's youth of high school age were in high school, the corresponding percentage in 1961 would be how many times as large?

- a. three
- b. five
- c. six
- d. eight
- e. nine

1.59 The American secondary school today enrolls approximately what per cent of all youth of secondary school age?

- a. 25
- b. 45
- c. 60
- d. 70
- e. 90

1.60 Projection of present enrollment figures indicates that the total high school enrollment in 1970 will be approximately

- a. five million
- b. seven million
- c. ten million
- d. fourteen million
- e. sixteen million

1.61 Enrollment figures of the secondary schools of the United States show that the majority of high schools have

- a. 300 or fewer students
- b. between 300-500 students
- c. between 500-750 students
- d. between 750-1000 students
- e. over 1000 students

1.62 According to the statistics which are now available, it is anticipated that during the present decade there will be a(an)

- a. decrease in school enrollments
- b. increase in secondary school enrollments
- c. increase in all school enrollments
- d. increase in elementary school enrollments
- e. no appreciable change in school enrollments

1.63 The approximate number of people in adult education programs in the U.S. is

- a. 50,000,000
- b. 30,000,000
- c. 10,000,000
- d. 5,000,000
- e. 1,000,000

1.64 The greatest number of students at the present time is enrolled in the

- a. church and private schools
- b. public elementary schools
- c. public secondary schools
- d. colleges and universities
- e. public junior colleges

1.65 The greatest number of potential school pupils, i.e., the largest percentage of the population under 21 years of age, is found in the

- a. South
- b. North Central states
- c. urban communities
- d. West
- e. Northeast

1.66 The secondary school population in U.S. is

- a. almost as highly selected as in 1900 or 1910
- b. a representation of professional classes only
- c. a good cross section of our society
- d. composed mostly of the lowest class
- e. made up mainly by middle class pupils

1.67 Which one of the following percentages best indicates the portion of our children throughout the whole country who are enrolled in private schools?

- a. one
- b. ten
- c. twenty
- d. thirty
- e. forty

1.68 The enrollment in American institutions of higher education in 1961 was over

- a. one million
- b. two million
- c. three million
- d. four million
- e. five million

1.69 Out of every 1000 students who enter high school, approximately what number graduate?

- a. 950
- b. 600
- c. 400
- d. 200
- e. 100

1.70 Roughly out of each 100 high school graduates we can expect ..... to go to college.

- a. 20
- b. 32
- c. 50
- d. 75
- e. 80

1.71 Of the students who enter college, the percentage who eventually graduate is approximately

- a. 20
- b. 35
- c. 50
- d. 60
- e. 80

1.72 The children *most* likely to stay in high school until graduation come mainly from homes whose parents are in

- a. unskilled jobs
- b. skilled jobs
- c. professional or technical jobs
- d. office jobs
- e. domestic service or farm jobs

1.73 The largest percentage of drop-outs from public schools occurs

- a. during or at the end of the eighth grade
- b. during or at the end of the ninth grade
- c. during or at the end of the tenth grade
- d. during or at the end of the eleventh grade
- e. during twelfth grade prior to graduation

1.74 Research studies confirm which of the following statements?

- a. The drop-out rate is greater in the North than in the South.
- b. The drop-out rate is greater in cities than in rural areas.
- c. The drop-out rate is greater among girls than among boys.
- d. The drop-out rate is greater among the wealthy than among the poor.
- e. None of the above is a correct response.

1.75 The drop-outs from our public schools come from

- a. the lowest quarter in intelligence
- b. the middle third in intelligence
- c. the third quarter in intelligence
- d. top levels of intelligence
- e. all levels of intelligence

1.76 The educational grade level of the average American adult today is approximately

- a. twelfth grade
- b. eleventh grade
- c. tenth grade
- d. ninth grade
- e. eighth grade

1.77 In the U.S. the age to which education is compulsory

- a. is 16 in every state
- b. is 18 in every state
- c. is 14 in every state
- d. varies in the different states
- e. is established by federal law

1.78 The number of junior colleges in the U.S. in 1961 is nearest

- a. 400
- b. 600
- c. 700
- d. 800
- e. 900



1.79 Of education in United States, it can truthfully be said that

- a. there are more public colleges and universities than private
- b. non-denominational schools are concentrated on the elementary level
- c. less than 70% of American children attend public schools
- d. Protestant schools dominate the parochial scene and are increasing in number
- e. about half the total enrollment for higher education is in state (public) institutions

1.80 The state with the largest number of junior colleges is

- a. California
- b. Illinois
- c. New York
- d. Mississippi
- e. New Jersey

1.81 The annual cost per pupil in average daily attendance in American public schools, elementary and secondary, in 1961, is nearest to

- a. \$250
- b. \$325
- c. \$400
- d. \$450
- e. \$500

1.82 Throughout the U.S. the 1961 expenditures for capital outlay was closest to

- a. 2 billion dollars
- b. 3 billion dollars
- c. 4 billion dollars
- d. 5 billion dollars
- e. 6 billion dollars

1.83 According to available statistics, the proportion of the total national income spent for education at the present time as compared with that spent in any year since 1929 has

- a. increased phenomenally
- b. increased slightly
- c. remained the same
- d. decreased considerably
- e. increased little, if any

1.84 Experts estimate that by 1970 we will need an annual budget for all public education of about

- a. 30 billion dollars
- b. 20 billion dollars
- c. 15 billion dollars
- d. 10 billion dollars
- e. 5 billion dollars

1.85 Most of the school dollar goes for

- a. building
- b. text books
- c. instruction
- d. administration
- e. maintenance

1.86 The amount of money spent on American public education is

- a. comparable to that spent on liquor
- b. comparable to that spent in legalized gambling in U.S.
- c. comparable to that spent by U.S. women for beauty aids
- d. more than that spent on tobacco
- e. less than any one of the above

1.87 The nation which today spends the *largest* percent of its national income for education is

- a. France
- b. Sweden
- c. Russia
- d. Costa Rica
- e. United States

1.88 At the present time, the proportion of its national wealth spent by this country for education is

- a. more than that of Great Britain
- b. more than that of the Soviet Union
- c. less than that of Latin America
- d. less than either Great Britain or the Soviet Union
- e. more than either Great Britain or the Soviet Union

1.89 The average salary for public school elementary and secondary teachers in 1961 is approximately

- a. \$4000
- b. \$5000
- c. \$5300
- d. \$6000
- e. \$6500

1.90 Nationally, the median beginning annual salary for a teacher entering the teaching profession with a bachelor's degree in 1960 was nearest

- a. \$4000
- b. \$4800
- c. \$5000
- d. \$5500
- e. \$6000

1.91 In a typical school budget, teachers' salaries account for approximately .....% of the total.

- a. 25
- b. 33
- c. 50
- d. 70
- e. 95

1.92 Teachers with emergency or temporary certificates employed in public elementary and secondary schools number about

- a. 100,000
- b. 90,000
- c. 80,000
- d. 70,000
- e. 60,000

1.93 On the average, public school teachers have about . . . . years of teaching experience.

- a. 14
- b. 12
- c. 10
- d. 8
- e. 6

1.94 Membership total for the N.E.A. in 1961 was nearest

- a. 900,000
- b. 875,000
- c. 710,000
- d. 600,000
- e. 555,000

1.95 In 1961 what percent of the elementary schools had libraries?

- a. 20
- b. 30
- c. 40
- d. 50
- e. 90

1.96 Educational institutions in U.S. own approximately how many 16 mm. sound projectors?

- a. 50,000
- b. 100,000
- c. 200,000
- d. 300,000
- e. 350,000

1.97 The Tenth Amendment of the United States Constitution

- a. guarantees the right to educational equality
- b. prohibits religious education in public schools
- c. leaves education as a function of the states
- d. sets forth regulations governing state education
- e. prohibits the federal government from engaging in education

1.98 The legal basis for education being primarily a state function is

- a. the Northwest Ordinance of 1785
- b. the Preamble to the United States Constitution
- c. the Declaration of Independence
- d. the Tenth Amendment to the Constitution
- e. the Dartmouth and Zorach Cases

1.99 Which of the following statements best defines the role of the federal government in American education?

- a. The United States Constitution makes no mention of education.
- b. The founding fathers favored a nation-wide system of public education centered in a federal bureau of education.
- c. The United States Constitution defines the responsibility of the states in setting up systems of education.
- d. The federal government neither gives financial aid to, nor exerts any control over, any phase of education.
- e. The United States Constitution prohibits federal operation of schools.

1.100 Why were the words "education" and "schools" omitted from the United States Constitution?

- a. The signers of the Constitution were not well educated.
- b. George Washington was opposed to public education.
- c. Education was considered a job of the states.
- d. Schools were already supported by public taxation.
- e. The people did not want education expanded in scope.

1.101 The Constitution of U.S.

- a. forbids the federal government to build and run any schools
- b. reserves to the states the task of providing education
- c. mentions education as a power which belongs to states
- d. denies the federal government the right to control education
- e. none of the above is a correct answer

1.102 Which of the following phrases in the Preamble to the United States Constitution is said to contain justification for a national program of education?

- a. To establish justice
- b. To insure domestic tranquility
- c. To promote the general welfare
- d. To provide for the common defense
- e. To secure the blessings of liberty

1.103 Which of the following statements is false?

- a. There is no national system of education in the western world.
- b. The powers of the local districts come from, through, and by the state authority.
- c. Without state sanction no school district may be set up.
- d. In an undemocratic type of government, there is a hierarchy of educational authority.
- e. In our democracy, education is a state and not a federal function.

1.104 By constitutional and legal provision, the schools of U.S. are controlled by the

- a. federal government
- b. state government
- c. county government
- d. local government
- e. municipal government

1.105 The *direct* legal foundation for American education is found in the

- a. local ordinances
- b. county courts
- c. state constitutions
- d. U.S. Constitution
- e. none of the above

1.106 Which of the following represents the attitude of courts toward private and parochial schools?

- a. All pupils must attend public schools.
- b. The Bible must be read in all schools.



- c. Attendance at any school is voluntary.
- d. Tuition cannot be charged for education in private or parochial schools.
- e. The Fourteenth Amendment protects private and parochial education.

1.107 Minimum standards for education are established by the

- a. United States Constitution
- b. local school district
- c. state government
- d. Office of Education
- e. none of the above

1.108 According to state legal provisions

- a. no parent is permitted to educate his own child at home
- b. there are exceptions to compulsory school attendance requirements
- c. what the local school teaches may not be controlled by the state
- d. the state legislature need not establish free public schools
- e. the parent has the right to refuse his child an education

1.109 Compulsory school attendance is regulated by legislative action

- a. in all states
- b. in most states
- c. by the federal government
- d. by county governments
- e. by municipal councils

1.110 According to the laws of most states, a child may be suspended from classes by

- a. the classroom teacher
- b. the dean of boys or girls
- c. the principal
- d. the superintendent
- e. the board of public instruction

1.111 In most states, the legal power to hire teachers lies in the

- a. local board of education
- b. principal of the school
- c. superintendent of schools
- d. director of personnel for the school
- e. chairman of the local board of education

1.112 The actual administration of the public schools is

- a. carried on by the several states
- b. delegated to the State Board of Education
- c. given to a Superintendent of Public Instruction
- d. delegated to smaller subdivisions by the state
- e. delegated to counties by each state

1.113 In disputes involving major policy concerning education at the local level, the final say lies with the

- a. superintendent
- b. board of education

- c. principal
- d. teachers' organization
- e. parental organization

1.114 The authority of local school boards or school districts does *not* include that of

- a. granting the teacher the same authority as the parent
- b. suspending or expelling children for violating rules
- c. requiring all school children to study social studies
- d. prohibiting fraternities and secret societies in the schools
- e. requiring physical examination of school children

1.115 According to the Kalamazoo Decision

- a. a citizen can be taxed for secondary school maintenance
- b. a citizen cannot be taxed for high school maintenance
- c. every child must attend school until the age of 16
- d. every child must attend a publicly-supported school
- e. every child must attend a school of some sort

1.116 The Supreme Court ruling in the Kalamazoo Case established the legal principle of the support through local public taxation of public

- a. kindergarten and preschool programs
- b. elementary education
- c. secondary education
- d. college education
- e. vocational and industrial education

1.117 The Oregon Case

- a. ruled against compelling all children to attend public schools
- b. gave communities the right to tax for the support of secondary schools
- c. gave communities the right to tax for the support of junior colleges
- d. required the state to set aside public lands for education
- e. none of the above is correct

1.118 Which of the following court cases established the legal basis for the right of a parent to send his child to a private or parochial school?

- a. Kalamazoo case
- b. Oregon case
- c. Dartmouth case
- d. Asheville case
- e. Zaruch case

1.119 As a result of the Dartmouth Decision

- a. the state must exert control over all private colleges within its boundaries
- b. no state can interfere with contractual obligations of private colleges
- c. no state supported college can teach religion
- d. citizens can be taxed for state college support
- e. Dartmouth won its right to become a college

**1.120** The most recent decision of the United States Supreme Court affecting education was the

- a. Dartmouth College Case
- b. McCollum Case
- c. Zorach Case
- d. desegregation case
- e. Oregon Case

**1.121** The Supreme Court Decision of 1954 relative to integration ordered public school systems to

- a. proceed with due haste to integrate all schools
- b. integrate at once (by September 1954)
- c. embark upon a plan of integration within a period of 3 years
- d. desegregate under threat of losing federal aid if they refused
- e. desegregate schools within a year

**1.122** In its historic decision on desegregation, the United States Supreme Court ruled that

- a. "separate but equal" doctrine has no place in public education
- b. Negro children must attend white schools
- c. white children must attend Negro schools
- d. Negro teachers must be employed in white schools

- e. white and Negro teachers must be employed in the integrated schools

**1.123** The first Morrill Act provided a government plan to meet the shortage of people trained in

- a. agricultural and mechanical arts
- b. home economics and allied arts
- c. military and naval tactics
- d. trade and industry
- e. pure and applied arts

**1.124** The act which provides federal funds for distribution to the states for vocational education in public schools of less than college grade is the

- a. George-Deen Act
- b. Morrill Act
- c. Hatch Act
- d. Smith-Hughes Act
- e. Tydings Act

**1.125** The Smith-Hughes Act

- a. provided tax money for high school maintenance
- b. provided federal aid for vocational education
- c. called for property taxation for education
- d. forbade religious instruction in the public schools
- e. founded high schools for under-privileged children

## B. The Development of Education in U.S.

Education in Colonial America

Education prior to the Civil War

From the Civil War to 1900

Education in 20th century U.S.

**1.126** European education prior to the settlement of the Thirteen Colonies was characterized by

- a. the domination of nationalistic aims in most schools
- b. control of schools centered in the hands of the state
- c. curricula consisting largely of the social studies
- d. stress on grammatical form rather than on ideas
- e. none of the above answers is correct

**1.127** The beginnings of education in America reflected English attitudes concerning

- a. the Church and the State
- b. social and economic status
- c. education of the whole child
- d. a and b
- e. b and c

**1.128** The Old Deluder Satan Act

- a. revealed no religious purpose behind the education it provided for

- b. compelled everyone in Massachusetts to attend primary and secondary school
- c. required towns of over 100 households to furnish Latin grammar and lower schools
- d. provided for free, public-supported, compulsory, graded, secondary education
- e. none of the above is a correct answer

**1.129** The first secondary schools to appear in this country were called

- a. Latin Grammar Schools
- b. academies
- c. high schools
- d. colleges
- e. Christian prep schools

**1.130** The central purpose of the Latin Grammar school was to

- a. provide a general cultural background for all
- b. prepare boys and girls for higher education
- c. provide religious training
- d. prepare boys for college
- e. provide terminal education



**1.131 The Latin grammar school**

- a. stressed the "great end and real business of living"
- b. was unique to America as an educational institution
- c. included Greek as well as Latin in its curriculum
- d. was intended to be a terminal educational institution
- e. was provided for in Massachusetts by the 1647 law

**1.132 The earliest secondary schools in America had as their primary purpose the preparation of students for**

- a. shipbuilding
- b. teaching
- c. medicine and law
- d. government service
- e. college

**1.133 Concerning the colonial and frontier background to our educational system, it can be said truthfully that the**

- a. colonial American schools were quick to translate frontier philosophy into education
- b. frontier problem-solving procedure was similar to that traditionally used in the church
- c. early American schools were authoritarian in their educational philosophy and practice
- d. need to educate the young was the first and foremost area of common interest
- e. agrarian economy in early America necessitated a close contact between school and community

**1.134 The most significant reason for the eclipse of the Latin grammar school was that**

- a. it became too expensive
- b. it was too aristocratic
- c. it had a static curriculum
- d. it excluded too many pupils
- e. it proved to be too radical

**1.135 The earliest schools and colleges in this country were**

- a. private schools
- b. Church schools
- c. public schools
- d. Land-grant schools
- e. a and b

**1.136 The *earliest* college to be founded in the Thirteen English Colonies was**

- a. Dartmouth
- b. Yale
- c. Harvard
- d. William and Mary
- e. Kings (Columbia)

**1.137 Of education in the Thirteen Colonies it can be truthfully said that**

- a. in the North education was largely a matter of private tutors
- b. the early colleges were established primarily to train teachers

- c. the Middle Colonies were characterized by schools run by the different churches
- d. in the New England colonies the schools escaped the influence of religious bodies
- e. none of the above is a correct answer

**1.138 The development of education in the South differed from that in the New England Colonies and in the Middle Colonies in that schooling for children and youth**

- a. emphasized the religious motif
- b. was taken over by the Church
- c. was mostly by private tutors
- d. emphasized the vocations
- e. none of the above is correct

**1.139 The idea of education as developed in the Southern Colonies was very similar to that in**

- a. New England
- b. England
- c. Middle Colonies
- d. Germany
- e. Southern France

**1.140 The settlers of the New England Colonies, in founding their educational system, were influenced by**

- a. the Church of England
- b. the Southern Colonies
- c. a desire to make a new kind of society
- d. a desire to perpetuate a class system
- e. political considerations only

**1.141 The early schools in America exhibited a large measure of**

- a. local control
- b. central control
- c. state control
- d. federal control
- e. foreign control

**1.142 In the early New England colonies**

- a. separation of Church and State was the usual practice
- b. the terms Church and State were practically synonymous
- c. atheism or agnosticism was completely unknown
- d. the State was influenced very little by religion
- e. a and c are correct answers

**1.143 The schools of the Thirteen Colonies were characterized *least* by**

- a. harsh disciplinary measures
- b. strong religious motivation
- c. lessons recited from rote memory
- d. much attention given to reading, writing and arithmetic
- e. highly qualified teachers especially at elementary level

**1.144 Most teachers in the "dame schools"**

- a. possessed a college degree
- b. had but little education
- c. were high school graduates
- d. were normal school graduates
- e. had a teaching certificate

**1.145 *The New England Primer***

- a. was strictly secular in content
- b. contained few references to religion
- c. contained many religious admonitions
- d. referred often to family responsibilities
- e. stressed the importance of good citizenship

**1.146 The early patterns of education in this country followed mainly the ideas initiated in the**

- a. Southern Colonies
- b. New England Colonies
- c. Middle Colonies
- d. a and b only
- e. a, b, and c

**1.147 Our educational system**

- a. is almost entirely the product of the last 50 years
- b. has its roots in 17th and 18th century Europe
- c. was truly democratic from its earliest origins
- d. is the product mainly of the plantation system
- e. has changed but little since Colonial days

**1.148 Since Colonial times our educational system has witnessed *no* great change in terms of**

- a. extension of school services
- b. expansion of the curriculum
- c. techniques of instruction
- d. composition of enrollments
- e. none of the above is correct

**1.149 The study of the history of education would seem to justify the conclusion that**

- a. free schooling as a charitable idea was both successful and effectual
- b. education in this country developed independently of any European influence
- c. the change in this country from private, religious to public schools was an easy one
- d. public support of religious schools was undesirable and unsatisfactory
- e. none of the above answers is correct

**1.150 Which of the following is *not* an outcome of the development of our educational system since Colonial times?**

- a. secularization of our public schools
- b. acceptance of public responsibility for educating the masses
- c. incorporation of a common philosophy in school practice
- d. changes in our methods of instruction
- e. none of the above is a correct answer

**1.151. Jefferson's School Bill of 1779 called for**

- a. free schooling for a few select needy students from the 3 R's through college
- b. publicly-supported elementary and secondary schools which were free to all
- c. a system of schools which were state-controlled and financed
- d. free tuition to William and Mary College for Virginia residents
- e. control, by the Anglican Church, of the University of Virginia

**1.152 While the academy enjoyed wide prosperity for a while, it did not win national popularity on the part of the general public because it**

- a. provided no opportunity for the education of the middle class
- b. possessed no concern for human progress
- c. showed no respect for human worth
- d. became concerned solely with college preparatory aspects
- e. concentrated on a more practical type of education

**1.153 Most of the early American academies were financed through**

- a. state taxes
- b. local taxes
- c. federal aid
- d. private funds
- e. property taxes

**1.154 Benjamin Franklin was considered a pioneer in secondary education because**

- a. he helped to establish academies
- b. he added electricity to the secondary school curriculum
- c. he wrote a book entitled, *Adolescence*
- d. he helped to establish junior colleges
- e. his printing press produced many secondary school books

**1.155 The greatest difference between the academy and the Latin grammar school lay in**

- a. the nature of the curriculum
- b. the method of financing
- c. the methods of teaching
- d. the preparation of the teachers
- e. none of the above

**1.156 The Ordinance of 1785 required that**

- a. every 16th section of newly opened territory be reserved for the support of education
- b. schools be established in every community of a certain size in the Northwest Territory
- c. every state formed from the Territory adopt a system of free public schools
- d. certification laws for teachers be administered through boards of education in the territories
- e. none of the above

**1.157 The history of education in U.S. shows that**

- a. limiting free public education to the poor is a much needed innovation
- b. we have discarded all European ideas in favor of those originating in America
- c. our people are ready for a national system of education
- d. public tax support of religious and private schools is a step forward
- e. universal compulsory, free schooling has been won only after a hard fight



1.158 The first state to organize what might be called a state board of education was

- a. Massachusetts
- b. New York
- c. North Carolina
- d. Pennsylvania
- e. New Jersey

1.159 Horace Mann was instrumental in establishing the

- a. U.S. Office of Education
- b. National Education Association
- c. first normal school
- d. first secondary school
- e. Office of Superintendent of Schools

1.160 The Lancasterian System was

- a. a progressive method of teaching the alphabet
- b. a method of teaching large groups
- c. an old system of teaching classical Latin
- d. a new system of teaching physical education
- e. a teaching method using objects

1.161 The first public high school was organized in Boston in

- a. 1916
- b. 1900
- c. 1821
- d. 1742
- e. 1493

1.162 Concerning the founding of state universities in this country, it can be said truthfully that

- a. state universities received the most support in the northeast before the Civil War
- b. the first of the American state universities was established in North Carolina
- c. state universities had to wait for the Civil War before a start was made
- d. state universities before 1860 differed markedly from liberal arts colleges
- e. church groups and classicists were mostly responsible for starting state universities

1.163 In the decade following the Civil War,

- a. the Freedmen's Bureau restored most of the schools in the South
- b. higher education in the South floundered with the southern aristocracy
- c. the public school movement in the West was halted by church opposition
- d. organized labor took a strong stand against the public school idea
- e. industrialism brought a movement for secondary education for all youth

1.164 The Kalamazoo case (1874) set a legal precedent for

- a. compulsory school attendance of students of certain age limits
- b. a special levy on parents with children in school
- c. public taxation for secondary education

- d. public taxation for the support of certain types of private schools
- e. the reading of the Bible in public schools

1.165 Standardizing associations before 1900 were unsuccessful in standardizing the

- a. units required for graduation
- b. function of the high school
- c. length of the class period
- d. teacher and pupil load
- e. libraries and other facilities

1.166 The Committee of Ten in 1893 generally may be said to have

- a. upheld the doctrine of formal discipline
- b. produced a revolution in high schools
- c. dealt a death blow to the study of classics
- d. overlooked the need for better-trained teachers
- e. denied that high schools should prepare one for life

1.167 Early land grant colleges were ..... in nature.

- a. vocational
- b. agricultural
- c. academic
- d. religious
- e. comprehensive

1.168 The law which was largely responsible for the rapid growth of the system of state colleges and universities was sponsored by

- a. Benjamin Franklin
- b. John Dewey
- c. Smith-Hughes
- d. Justin Morrill
- e. Abraham Lincoln

1.169 The study of medicine did not reach a high status such as it occupies today until

- a. Eliot reorganized the Harvard Medical School
- b. the American Medical Association was organized
- c. Johns Hopkins placed medicine on a graduate level
- d. the first Doctor of Medicine degree was conferred
- e. medical instruction was given by practicing physicians

1.170 Prior to this century, the common method of ascertaining an individual's fitness for teaching was by

- a. setting up educational requirements
- b. examination
- c. certification
- d. recommendation
- e. none of the above

1.171 The first education department in a university was started at

- a. Columbia University
- b. University of Illinois
- c. University of Chicago
- d. University of Iowa
- e. Indiana University

**1.172 The Oswego Movement emphasized**

- a. nursery and kindergarten schools
- b. the abolition of the rate system
- c. English literature, math, and science
- d. object lessons in elementary school teaching
- e. foreign language instruction in elementary schools

**1.173 The organization which became the National Education Association was organized in the year**

- a. 1757
- b. 1807
- c. 1857
- d. 1907
- e. 1927

**1.174 The first Commissioner of Education in the U.S. was**

- a. Tom Paine
- b. Horace Mann
- c. Stephen Douglas
- d. Henry Barnard
- e. G. Stanley Hall

**1.175 The first public school system in U.S. to add the kindergarten was**

- a. Boston
- b. St. Louis
- c. New York
- d. Philadelphia
- e. San Francisco

**1.176 The men most prominent in writing histories of education were**

- a. Englehart and Peters
- b. Strayer and Thorndike
- c. Monroe and Cubberly
- d. Cattell and Hall
- e. James and Harris

**1.177 G. Stanley Hall based his studies of child life primarily on the**

- a. newly developing biological sciences
- b. Watson conditioned-reflex theory
- c. culture-epoch and recapitulation theories
- d. Thorndike trial-and-error theory
- e. Freudian concepts of psychoanalysis

**1.178 E. L. Thorndike was noted for many things. Which of the following can *not* be attributed to him?**

- a. Investigations of animal intelligence
- b. Findings on the transfer of training
- c. Belief in the value of measurement
- d. Support for the Gestalt movement
- e. Experimentation in the learning process

**1.179 Which of the following were educational sociologists?**

- a. Gates and Woodworth
- b. Terman and Freeman
- c. Snedden and Peters
- d. Graves and Watson
- e. James and Wundt

**1.180 Strayer and Englehart won reputations for their work in educational**

- a. psychology
- b. sociology
- c. philosophy
- d. history
- e. administration

**1.181 Four of the following are directions taken by the testing movement in the last two decades. Which one is *not*?**

- a. The use of objective tests has been extended into many areas.
- b. The place of testing in American education has been clarified.
- c. Teachers are urged to use both objective and essay tests.
- d. Tests are viewed as but one means of evaluation.
- e. The I.Q. has been discredited as a significant factor.

**1.182 The idea of the kindergarten originated in**

- a. France
- b. England
- c. America
- d. Russia
- e. Germany

**1.183 The Dalton and Winnetka plans had in common provisions for**

- a. combining English and social studies in one course
- b. eliminating electives from the course of study
- c. the use of standardized tests exclusively
- d. the elimination of all group activities
- e. the use of individualized instruction

**1.184 In the educational reform which started at the close of the last century**

- a. Dewey was, like Rousseau, content to leave the process of growth to nature
- b. the Progressive Education Association put a strong philosophy under Dewey's beliefs
- c. Francis W. Parker brought to America the Prussian emphasis upon subject matter
- d. Pestalozzi's attitude toward children was introduced into our schools
- e. none of the above is a correct answer

**1.185 Which of the following has *not* been subject to serious criticism leveled at the secondary level in late years?**

- a. United Nations and UNESCO programs
- b. Vocational and educational guidance
- c. Life adjustment education
- d. Fads and frills in the schools
- e. "Watered down" and useless courses

**1.186 The most significant change in secondary education since the early days is that**

- a. school buildings are more modern
- b. textbooks are more interesting
- c. teachers include more women
- d. students are less select
- e. courses are less numerous



1.187 Which of the following was established last in U.S.?

- a. the junior college
- b. the 4-year high school
- c. the junior high school
- d. the kindergarten
- e. the senior college

1.188 The Asheville Case decided that

- a. the public may be taxed to support a junior college as a part of the school system
- b. the public school may not require attendance at the reading of the Bible
- c. religious garbs may not be worn by teachers in public schools
- d. school property may not be used for purposes other than education
- e. none of the above is a correct answer

1.189 Research in higher education gives evidence that in recent years college offerings have

- a. tended to remain constant
- b. emphasized training of specialists
- c. given more attention to the individual student
- d. all but eliminated liberal arts studies
- e. none of the above is true

1.190 The disappearance of the normal school can best be explained by the fact that

- a. departments of education were established in liberal arts colleges
- b. schools of education were established within universities
- c. the enlarged curriculum of the high school absorbed its function
- d. an expanded, 4-year curriculum turned it into a teachers college
- e. the liberal arts college put it out of business

1.191 St. John's College is a good example of

- a. the final triumph of professionalism
- b. the classics program in liberal arts
- c. the religious vs. the secular college
- d. the triumph of the elective system
- e. progressive education on higher levels

1.192 Which of the following is *not* an issue in higher education?

- a. Research vs. teaching as an aim in graduate education
- b. The pressure of professionalism in the liberal arts college
- c. The aristocratic vs. the democratic conception of education
- d. Intellectualism vs. social intelligence as the primary goal
- e. None of the above is a correct answer.

1.193 The Scopes trial arose out of a state law which prohibited the teaching in public schools of

- a. communistic or socialistic doctrines
- b. evolution or the Darwinian theory
- c. sectarian religious doctrines

- d. desegregation or integration
- e. any theory of a superstate

1.194 Concerning the issue of religion in the public schools, it can be truthfully said that all states are permitted to

- a. supply free textbooks to parochial schools
- b. supply transportation to parochial schools
- c. require the reading of the Bible in public schools
- d. require attendance at religious classes during school hours
- e. none of the above is a correct answer

1.195 The Character Education Inquiry concluded that

- a. character growth is highly correlated with age
- b. character growth is highly correlated with frequency of Sunday School attendance
- c. secularism in public schools is a potent factor in juvenile delinquency
- d. religious instruction improves one's character
- e. none of the above is a correct answer

1.196 The traditional school emphasized

- a. problem-solving situations
- b. formal recitation
- c. education of the whole child
- d. learning by doing
- e. generating light instead of heat

1.197 Progressive education helped to reorganize classroom practices relating to

- a. the school curriculum
- b. the teacher's methods
- c. the classroom furniture
- d. all of the above
- e. none of the above

1.198 The man who is known as the father of "learning as doing and living" is

- a. Horace Mann
- b. John Dewey
- c. Samuel Hall
- d. Herbert Spencer
- e. William James

1.199 The Progressive educators stress which of the following views?

- a. education as *preparation for life*
- b. pupil activities, not teacher domination
- c. textbook teaching and learning
- d. adult goals and repressive discipline
- e. pupil effort regardless of interest

1.200 Which of the following ideas regarding the nature of education would be rejected by both traditionalists and modernists?

- a. accumulating facts or attitudes for later use
- b. continuous growth reaching beyond schooling
- c. transmitting culture and developing personality
- d. reorganizing experience leading to more experience
- e. none of the above would be rejected

1.201 Which concept of education would be *most* questioned by educational modernists?

- a. All schools are activity schools
- b. The curriculum reflects society's values
- c. Democratic education is nature's method
- d. School success or failure is measured in moral terms
- e. Censorship is inevitable in educating the young child

1.202 As taught by William James,

- a. ideas have antecedent reality
- b. ideas have no future reference
- c. ideas are pictures of reality
- d. an idea is true when experience verifies the consequences predicted
- e. the source of an idea is important in estimating its significance

1.203 John Dewey's philosophy

- a. makes the aim of education acceptance of our social institutions
- b. sees the school as a place to prepare pupils for the future
- c. views education as a process of adding to one's storehouse of knowledge
- d. sees education as a continuous process of revising or reorganizing experiences
- e. none of the above is a correct answer

1.204 The Feinberg Law

- a. abolished loyalty oaths in the state of California
- b. required the separation of races in public schools
- c. disqualified teachers who were members of organizations declared subversive
- d. called for censoring all New York school books of material deemed socialistic
- e. forbade the teaching of religion in public schools

1.205 The Oregon Case is significant in that it

- a. gave parochial and private schools the right to operate
- b. gave the community the right to tax for the support of junior colleges
- c. extended compulsory school attendance to the secondary school level
- d. freed private and parochial schools from state control
- e. provided for public school education through the donation of public lands

1.206 Which of the following is *not* a step during the past 50 years which has contributed much to the teaching profession?

- a. Issuance of teacher certificates by the state department of education
- b. Substitution of approved training for teacher's examinations
- c. Issuance of life certificates to teachers early in their careers
- d. Raising of training levels for all types of teaching certificates
- e. Requiring specialized courses in education for prospective teachers

1.207 The organization which first adopted a Code of Ethics for the teaching profession was the

- a. National Education Association
- b. John Dewey Society
- c. National Council of English Teachers
- d. United States Office of Education
- e. Herbartian Society

1.208 The greatest single venture of the federal government in education has been

- a. the education of veterans of World War II
- b. industrial and vocational education
- c. support of distributive education
- d. support of privately controlled institutions
- e. support of education for the blind

1.209 The national government has

- a. always been generous in its attitude toward education
- b. a record of neglecting education completely
- c. always desired to control public education
- d. been interested only in collegiate education
- e. none of the above is a correct answer

1.210 The Smith-Hughes act was primarily concerned with

- a. subsidizing driver education
- b. equalizing the tax burden from state to state
- c. encouraging vocational education
- d. training teachers to meet the teacher-shortage
- e. feeding and clothing underprivileged school children

1.211 In which of the following is there uniformity from state to state?

- a. Certification requirements
- b. Teacher tenure
- c. Salary schedule
- d. Teacher retirement benefits
- e. None of these

1.212 Which statement is *untrue* of the education profession?

- a. It has a national code of ethics.
- b. its salary compares favorably with that of other professions.
- c. It has a rather small percentage of men in its ranks.
- d. It renders a great public service.
- e. It involves a special competency.

1.213 The philosophical viewpoint represented most frequently in our current classroom practice is

- a. experimentalism
- b. essentialism
- c. eclecticism
- d. idealism
- e. pragmatism



1.214 The American public school system of education is

- a. centralized
- b. decentralized
- c. totalitarian
- d. dominated by the U.S. Office of Education
- e. dominated by the National Education Association

1.215 The wide diversity in educational practice in American schools stems in large part from

- a. confusion over issues in educational psychology
- b. differences in objectives and philosophical viewpoint
- c. lack of equality in school expenditures
- d. differences in the competence of personnel involved
- e. lack of knowledge of the way to achieve goals

1.216 There is universal agreement among educators as to

- a. the school curriculum at any given level
- b. teaching methods and techniques to use
- c. educational goals
- d. pupil management
- e. none of these

1.217 There is universal agreement as to

- a. the function of the school
- b. the curriculum of the school
- c. the methods to be employed
- d. all of these
- e. none of these

1.218 Our educational structure *differs* from that of many European countries in that

- a. we have both public and private schools
- b. we have one educational "ladder" for all
- c. our schools are divided into many grades
- d. our federal government operates no schools
- e. our teachers have professional organizations

1.219 Education in America has tended to stress more and more the importance of concentrating on

- a. mastery of subject matter
- b. the emotional development of the child
- c. understanding the individual child
- d. the stratification of children
- e. physical growth and development

1.220 The ideals of free public schools and equality of educational opportunity in this country

- a. have been completely won

- b. are goals still to be fully achieved
- c. were the results of a long, bitter struggle
- d. have been accepted by all
- e. none of the above

1.221 The majority of schools in America today are

- a. strictly traditional
- b. strictly progressive
- c. neither strictly progressive nor strictly traditional
- d. either strictly progressive or strictly traditional
- e. alike in no respect

1.222 In general, elementary education in the U.S. may best be described as

- a. traditional
- b. ultra-conservative
- c. progressive
- d. authoritarian
- e. conservative

1.223 The reason why secondary schools have lagged behind elementary schools in adopting a child-centered philosophy of education is the

- a. desire to cover a certain amount of subject matter in a course
- b. desire to make the course as meaningful as possible
- c. desire to meet the needs of all secondary students
- d. desire to inaugurate the experience unit approach to teaching
- e. combination of all the above reasons

1.224 Which of the following is *not* a problem common to both secondary and higher education today?

- a. pressures from sources of financial aid
- b. threat of increased anti-intellectualism
- c. shortages of instructional personnel
- d. need for expansion of facilities
- e. none of the above is a correct answer

1.225 Among his recommendations relative to the American high school, Conant suggested that

- a. the American high school undergo an immediate and radical change
- b. the American high school pattern itself after the schools in Europe
- c. the comprehensive high school include academic as well as vocational subjects in its curriculum
- d. the large high school be broken into smaller, more economical and efficient administrative units
- e. a greater selectivity be exercised in the admission of students to the academic curriculum

## C. Organization, Control and Support of U.S. Education

Organization and control on the different levels

Schools and school officials

Pressures, controls, problems, and trends

Raising and spending of school money

Fiscal policy and state aid

Federal aid to education

1.226 Which of the following is *not* among the services provided to education by the Federal government?

- a. agricultural extension services
- b. experimental stations
- c. training of classroom teachers
- d. education of the handicapped
- e. vocational education

1.227 The Cabinet of the President of the United States contains a

- a. United States Minister of Education
- b. United States Commissioner of Education
- c. Federal Security and Educational Officer
- d. Federal Director of State School Systems
- e. none of the above

1.228 The United States Office of Education is now

- a. an independent agency of the U.S. government
- b. a division of the Social Security Agency
- c. a division directly under the President of the United States
- d. in a department under a secretary in the President's cabinet
- e. an office under the control of a lay advisory committee

1.229 The U.S. Office of Education is a branch of the

- a. Department of the Interior
- b. Department of Labor
- c. National Education Association
- d. Social Security Administration
- e. none of the above

1.230 One of the most important services rendered by the U.S. Office of Education is to

- a. dictate the programs of the schools in this country
- b. eliminate poor conditions in the schools of certain areas
- c. make a biennial survey of education in the United States
- d. advise certain communities that they have poor schools
- e. make money grants to communities unable to support schools

1.231 Which of the following is *not* a major function of the Office of Education?

- a. securing teaching personnel for universities
- b. surveying educational policies and practices

c. administering educational funds appropriated by Congress

d. encouraging education through providing information

e. promoting vocational rehabilitation and doing research

1.232 The facts concerning the role of the Federal Government in education show that

- a. it supports but does not operate schools
- b. it both owns and operates schools
- c. it runs schools for the armed services only
- d. it operates all its schools through state controls
- e. it neither owns nor operates any schools

1.233 The U.S. Office of Education is a

- a. professional organization
- b. cabinet post in Washington
- c. coordinating agency of the state departments of education
- d. research organization headed by the Commissioner of Education
- e. cataloguing agency for all major publications printed in America

1.234 The U.S. Office of Education is a part of the

- a. Department of Education
- b. Federal Security Agency
- c. Dept. of Health, Education and Welfare
- d. Children's Bureau of the Justice Dept.
- e. National Education Association

1.235 Which one of the following is *not* a function of regional education associations?

- a. Improvement of instruction at each school level
- b. Closer articulation between school levels
- c. Accreditation of schools
- d. Control of the expenditure of school funds
- e. Stimulation of education

1.236 The regional associations accredit

- a. elementary schools only
- b. secondary schools only
- c. both secondary and elementary schools
- d. both secondary and higher institutions
- e. junior colleges and universities only

1.237 The Cooperative Study of Secondary School Standards was the work of the

- a. National Education Association
- b. U.S. Office of Education
- c. Progressive Education Association
- d. regional accrediting associations
- e. representatives of classroom teachers



1.238 The type of local school control unit found in Florida is the

- a. state
- b. county
- c. district
- d. township
- e. parish

1.239 The most common type of administrative unit for schools in the United States is the

- a. township system
- b. town system
- c. county system
- d. district system
- e. state system

1.240 The county system of administering education is found mostly in the

- a. New England states
- b. Southern states
- c. Far Western area
- d. Rocky Mountain area
- e. North Central states

1.241 Check the phrase which best describes the system of education in the U.S.

- a. centralized
- b. standardized
- c. federally controlled
- d. decentralized
- e. regionally operated

1.242 Most present-day educators favor

- a. township school systems
- b. unconsolidated schools
- c. large administrative school units
- d. secondary schools having no more than one hundred students
- e. elementary schools having no less than one hundred students

1.243 The primary control of a city school lies in the

- a. city council
- b. superintendent of schools
- c. school board
- d. teacher's association
- e. board of aldermen

1.244 In this country, the schools usually reflect the needs, interests, and desires of the

- a. national government
- b. state government
- c. local communities
- d. board of education
- e. state board of education

1.245 The most frequently encountered problem (weakness) of American local school district organization is

- a. inefficiency due to overly small administrative units
- b. the election of school officials
- c. public interference with established policies
- d. domination from state officials
- e. inability to function because of state regulations

1.246 Most normal schools in U.S. today are called

- a. trade schools
- b. junior colleges
- c. teachers colleges
- d. graduate schools
- e. liberal arts colleges

1.247 A community school is defined as one

- a. located in the community
- b. designed for children
- c. planned for use of the whole community
- d. used free by any group in the community
- e. paid for by local subscription

1.248 A parochial school is one which is

- a. established for preschool children
- b. supported by public taxation
- c. conducted by a religious group
- d. concerned with vocational subjects
- e. none of the above is a correct answer

1.249 The theory that kindergartens may be included as a part of the public school system is

- a. gradually being accepted by the American people
- b. rejected for the most part by the American people
- c. lagging far behind the acceptance of nursery education
- d. accepted only by those states which can afford them
- e. none of the above

1.250 Which of the following is *not* classified as an institution of higher learning?

- a. Liberal arts colleges
- b. Land-grant colleges
- c. Junior colleges
- d. State colleges
- e. Business colleges

1.251 The state which is most noted for its public junior colleges is

- a. California
- b. Mississippi
- c. New York
- d. Illinois
- e. North Carolina

1.252 In terms of the number of pupils served, the typical school system today in U.S. is the

- a. 8 - 4 - 4
- b. 6 - 4 - 4
- c. 6 - 3 - 3
- d. 7 - 4 - 2
- e. 2 - 6 - 6 - 2

1.253 Which of the following is *not* a frequently used type of public school organization?

- a. 8 - 4
- b. 6 - 3 - 3
- c. 1 - 12
- d. 6 - 6
- e. 6 - 3 - 3 - 2

1.254 The best plan for integrating high school and college as advocated by outstanding educational authorities is the

- a. 8-4 system
- b. 6-3-3 system
- c. 6-4-4 plan
- d. 6-3-3-2 plan
- e. none of the above

1.255 A genuine junior high school

- a. consists of the seventh and eighth grades only
- b. is a fundamental reorganization of grades 7, 8, and 9
- c. adds the sixth grade to the seventh and eighth
- d. follows the philosophy of elementary education
- e. provides terminal education for most of the students

1.256 Elementary school classes throughout the country are organized on a basis which calls for

- a. groups remaining with one teacher in charge all day
- b. groups remaining with one teacher all day, but certain services provided by special teachers
- c. departmental organization with groups going to special teachers for special subjects
- d. groups going to one teacher in the morning, another in the afternoon
- e. changes in the type of organization from month to month

1.257 Elementary education usually embraces

- a. grades one through six
- b. pupils aged six to ten
- c. instruction limited to the three R's
- d. classrooms that are self-contained
- e. kindergarten and nursery schools

1.258 According to Crow and Crow, the junior college is thought of as a part of

- a. secondary education
- b. higher education
- c. professional education
- d. graduate education
- e. all of the above

1.259 The primary unit of the elementary school consists of

- a. kindergarten and nursery schools
- b. kindergarten through grades 2 or 3
- c. grades four through six
- d. kindergarten through grade 6
- e. grades seven and eight

1.260 The intermediate grades of the elementary school are usually considered to be

- a. first and second
- b. second, third, and fourth
- c. first, second, and third
- d. fourth, fifth, and sixth
- e. fifth and sixth

1.261 Some of the more promising changes in the organization of secondary schools intended to provide for the basic needs of young people include the

- a. homeroom
- b. use of block scheduling
- c. extended class period
- d. a and b answers only
- e. a, b, and c answers

1.262 All teacher-training colleges can be classified as

- a. public institutions
- b. graduate schools
- c. professional schools
- d. liberal arts schools
- e. private institutions

1.263 Concerning our schools, it can truthfully be said that

- a. the U.S. Commissioner of Education has direct control of the schools of U.S.
- b. most of our high school graduates continue on to college
- c. most professional schools require some previous undergraduate training
- d. one must get a master's degree before working for his doctorate
- e. educational activity of the federal government is limited to the Office of Education

1.264 A comprehensive high school is one which

- a. offers training for a variety of vocations
- b. includes all grades from 7 thru 12
- c. prepares pupils for any college in the country
- d. offers a variety of curricula to meet many needs
- e. accepts both boarding students and day students

1.265 Dr. Conant, former president of Harvard University, believes that the type of high school which will best serve American youth is the

- a. comprehensive or general high school
- b. specialized high school
- c. vocational high school or trade school
- d. private high school
- e. college preparatory high school

1.266 Experts feel that an ideal elementary school might have an enrollment of no more than

- a. 200 pupils
- b. 500 pupils
- c. 1000 pupils
- d. 3000 pupils
- e. 5000 pupils

1.267 Which of the following is *not* a characteristic of the large high school (1,000 or more pupils)?

- a. Staff too large to work effectively as one group
- b. Teaching loads of around 150 different pupils each day
- c. More impersonal relations between staff and pupils
- d. Relatively up-to-date instructional materials
- e. Limited number of extra-curricular activities



1.268 Why is a junior college becoming known as "the people's college"?

- a. It stresses terminal education for every citizen.
- b. It gives the common people a chance to do college-level work.
- c. It has a president as does a college or university.
- d. It covers the first two years of a typical four-year college.
- e. It gives many people a bachelor's degree.

1.269 Parent education should include

- a. psychological principles and applications
- b. sociological principles and applications
- c. economic principles and applications
- d. all of the above
- e. none of the above

1.270 Programs listing practices and opportunities for furthering adult education may be found on

- a. the national level
- b. the state level
- c. the regional level
- d. the local level
- e. any or all of these

1.271 Provisions made in U.S. for educating adults do not include

- a. extension courses
- b. public forums
- c. workers' education
- d. correspondence courses
- e. none of the above is a correct answer

1.272 Which statement gives the most important reason for emphasizing adult education in the United States?

- a. A democracy draws heavily upon the intelligence of its people
- b. Adult education counterbalances the emphasis placed upon elementary education.
- c. There are over 10,000,000 illiterates in the U.S.
- d. Adult education is needed primarily to Americanize foreigners.
- e. Few Americans are economically illiterate.

1.273 Among the duties of the United States Commissioner of Education is that of

- a. diffusing information regarding education
- b. recommending candidates for state superintendents
- c. urging federal aid on the floor of Congress
- d. supervising private schools
- e. supervising parochial schools

1.274 The U.S. Commissioner of Education is

- a. a member of the President's Cabinet
- b. appointed by the President of the U.S.
- c. in charge of the Department of Health, Education and Welfare
- d. the head of the National Education Association
- e. nominated by the Director of the U.S. Office of Education

1.275 The state superintendent of schools is

- a. elected by the people of the state
- b. elected by local school superintendents
- c. appointed by the state legislature
- d. chosen differently in the several states
- e. appointed by the state board of education

1.276 The *preferred* way of obtaining a well-qualified chief educational officer for the state is by

- a. election by the people
- b. appointment by the governor
- c. election by the state legislature
- d. appointment by the State Board
- e. election by the teachers of the state

1.277 The state education agency common to all states of the union is the

- a. State Board of Education
- b. State Board of Higher Education
- c. State Department of Education
- d. State Teachers College Board
- e. State Board of Regents

1.278 *Most* state boards of education are similar in respect to the fact that

- a. they are a policy-making body
- b. they are elected by the governor
- c. they choose the chief educational officer of the state
- d. they decide what textbooks shall be adopted
- e. none of the above answers is correct

1.279 The *least* effective way of obtaining a well-qualified state board of education is through

- a. appointment by the governor of the state
- b. appointment by the state legislature
- c. election by the people of the state
- d. appointment by the state educational association
- e. ex-officio membership of certain state officers

1.280 The *most* important duty of the county superintendent of schools is to

- a. select proper textbooks
- b. inspect school buildings
- c. collect school taxes
- d. conduct county examinations
- e. provide educational leadership

1.281 In *most* school districts the local school superintendent is

- a. elected by the voters of the district
- b. nominated by the teachers of the district
- c. appointed by the local school board
- d. chosen by the state superintendent
- e. hired by the state board of education

1.282 The functions of the local board of education are primarily

- a. administrative (executive)
- b. advisory
- c. legislative (policy making)
- d. judicial
- e. managerial

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1.283 A board of education ideally should represent the views of the

- a. people at large
- b. state legislature
- c. superintendent
- d. pressure groups
- e. political majority

1.284 The main function of the local board of education should be

- a. policy forming
- b. inspectorial
- c. budget making
- d. teacher visitation
- e. health examination

1.285 Which of the following is *not* a function of an urban board of education?

- a. Appoint the teachers recommended by the superintendent
- b. Review and adopt school budgets
- c. Determine broad educational policies
- d. Decide on curriculum content and the texts to be used
- e. Select a competent school superintendent

1.286 The chief task of the local board of education is to

- a. select a competent superintendent of schools
- b. hire the teaching staff
- c. tell the principals how to run the schools
- d. determine the school program
- e. evaluate pupil progress

1.287 The control of the local school policy is in the hands of the

- a. local board of education
- b. municipal council
- c. school superintendent
- d. people of the county
- e. state board of education

1.288 Which of the following is *not* an influence upon education in U.S.?

- a. patriotic organizations like the American Legion
- b. professors and others in universities and colleges
- c. business organizations, e.g., the N.A.M.
- d. economy, parent and professional groups
- e. none of the above is a correct answer

1.289 The legal control and supervision of private colleges is in the hands of

- a. boards of trustees
- b. state boards of education
- c. accreditation associations
- d. president and faculty members
- e. faculty and student government

1.290 A marked trend in state school administration is toward

- a. making the state superintendent an "inspector"
- b. requiring teachers to secure doctoral degrees
- c. working for the equalization of educational opportunities
- d. working for the equalization of school finance burdens
- e. none of the above is a correct answer

1.291 Consolidation refers to the

- a. removal of departmental organization in high school
- b. removal of grade classification from the elementary school
- c. union of several school systems into one larger system
- d. placing of grades 1 thru 12 in a single building under one principal
- e. joining for fiscal purposes of public, private, and parochial schools within a given community

1.292 Small school districts should be joined with others to make larger districts so that each unit has

- a. enough pupils for the economical maintenance of a well-balanced program
- b. an assessed valuation of a million dollars with a 100% assessment rate
- c. a low school tax regardless of the assessment rate
- d. boundaries which coincide with existing civil units
- e. a school house located in the center of the area

1.293 The financing of public education is now considered to be *primarily* the responsibility of

- a. the local community
- b. the county
- c. the state
- d. the nation
- e. none of the above

1.294 The chief source of revenue for the schools in most communities is the

- a. income tax
- b. property tax
- c. sales tax
- d. tax on liquor and tobacco
- e. amusement and gasoline tax

1.295 The Federal tax dollars for public school purposes in 1961 represent approximately what percentage of the total public school revenue?

- a. 2
- b. 4
- c. 6
- d. 8
- e. 10

1.296 The state tax dollars for school purposes in 1961 represent approximately what percentage of the total public school revenue?

- a. 30
- b. 40
- c. 50
- d. 60
- e. 70

1.297 The local (including county) tax dollars for school purposes in 1961 represent approximately what percentage of the total public school revenue?

- a. 32
- b. 48
- c. 56
- d. 64
- e. 70



1.298 Which of the following sources of school revenue contributes the *least* to education?

- a. Federal
- b. County
- c. Local
- d. State
- e. b and c

1.299 Most of the money received by public schools today comes from

- a. tuition
- b. local taxes
- c. county taxes
- d. state taxes
- e. federal taxes

1.300 The type of graph generally used to show the sources and the disposition of the school tax dollar is the

- a. bar graph
- b. area graph
- c. line graph
- d. pictograph
- e. pie graph

1.301 The South has, in general and comparatively speaking,

- a. great natural resources, good education, high income
- b. little natural resources, poor education, low income
- c. great natural resources, poor education, poor income
- d. little natural resources, poor education, high income
- e. none of the above is a correct answer

1.302 Which of the following is *not* related to the problem of financial support of education?

- a. the increasing migration of our people
- b. college criticism that students can't write
- c. Lippman's contention that the ratio of educational effort to public task has fallen
- d. the poorer states are making a greater effort to finance schools than the richer states
- e. none of the above is a correct answer

1.303 Speaking in terms of proportions, the trend in financing free public schools indicates that the

- a. state's contribution is increasing, while the local contribution is decreasing
- b. relative contribution of the states and local communities remain approximately the same
- c. contribution of local communities is increasing and that of the states is decreasing
- d. federal government is gradually assuming most of the burden for financing local schools
- e. federal government's proportion is decreasing as is that of the states

1.304 The trend in public school finance is toward

- a. a pay-as-you-go system
- b. a greater burden placed upon real estate taxes
- c. a reliance upon contributions from wealthy donors

- d. an increase in the poll tax
- e. none of the above

1.305 The present trend in public school financing is for the

- a. state to assume an ever-decreasing share of the financial burden
- b. financial burden to be carried more and more by the local community
- c. state to assume more responsibility for equalizing the tax burden through grants to the poorer districts
- d. federal government to assume more responsibility for equalizing the tax burden and educational opportunity
- e. state to assume the full burden of special programs, e.g., vocational education and special education

1.306 The *major* portion of the school budget goes for

- a. textbooks and supplies
- b. equipment and upkeep
- c. salaries of teachers
- d. special services
- e. interest payments

1.307 A taxpayer transfers his child from a public school to a private school. His school taxes are thereby

- a. remitted
- b. eliminated for the full period of his ownership of the school tax property
- c. reduced
- d. suspended for the period of his child's attendance at the private school
- e. unaffected

1.308 According to studies comparing wealthy and poorer states, the states with the lowest ability to finance educational programs tend to make

- a. smaller effort to support education
- b. equal effort to support education
- c. greater effort to support education
- d. little effort to support education
- e. a token effort to support education

1.309 According to available statistics, the proportion of the total national income spent for education at the present time as compared with that spent in any year since 1929 has

- a. increased phenomenally
- b. increased slightly
- c. remained the same
- d. decreased considerably
- e. increased little, if any

1.310 The major factor in the increase in school costs is the

- a. increase in enrollment
- b. decline in the purchasing power of the dollar
- c. increase in salary scale
- d. removal of much property from school tax lists
- e. addition of extra-curricular activities to the program

**1.311** According to many educational authorities, the biggest extravagance in our school budget lies in

- a. teachers' salaries
- b. textbooks and equipment
- c. school playground facilities
- d. facilities unused afternoons and evenings
- e. lunch programs sponsored by the schools

**1.312** The purpose of state minimum foundation programs for schools is to

- a. establish controls over the expenditure of school funds
- b. provide equalization of educational opportunity regardless of the wealth of the district
- c. reduce the cost of public education within the state
- d. force local taxpayers to provide a minimum program of education through local taxation
- e. insure the teaching of the 3 R's throughout the state

**1.313** The equalization principle in financing schools requires that

- a. all pupils pay the same amount of tuition
- b. money be collected where it is and spent where the pupils are
- c. all sections carry an equal share of the burden
- d. the amount of money given to all school districts be the same
- e. all children have the same amount spent on their education

**1.314** The criterion considered fairest as the basis for the determination of state contribution to local education is

- a. average daily attendance
- b. pupil-day enrollment
- c. the school census
- d. the district's total evaluation
- e. the district's present outlay

**1.315** A school district is fiscally independent if

- a. it has to submit its budget to the city council only
- b. it is a department of the municipal government
- c. it has authority over the raising and expenditure of school funds
- d. it has its own business manager appointed by the board of education
- e. it has its own superintendent who is also the business manager

**1.316** Which of the following principles is (are) basic to the financing of American public education?

- a. Public education should be fiscally free for all pupils
- b. Educational opportunity should be equalized for everyone
- c. Public school finance must be related to public finance
- d. a, b, and c
- e. a and b only

**1.317** Which of the following is *least* acceptable as a basic principle for financing our schools?

- a. Public education should be fiscally free for all our citizens.
- b. Public school finance must be related to the total community income.
- c. Educational opportunity should be equalized within the state.
- d. Financial responsibility should be in the hands of the federal government.
- e. Educational opportunity should be equalized throughout the nation.

**1.318** The equalization principle in finance would be best applied by providing school funds through

- a. federal aid allotted on a flat per capita basis
- b. state funds distributed on a flat per pupil basis
- c. poll taxes levied in each state
- d. taxes levied on local real estate
- e. distribution of funds on the basis of need and effort

**1.319** The matter of financial support of our schools is independent of our theories respecting

- a. whom we should educate
- b. for what we are educating
- c. the methods by which we educate
- d. the adequacy of school facilities
- e. none of the above

**1.320** According to most educational authorities, the community should

- a. pay for the transportation of the students in parochial schools
- b. adhere to the principle of separation between Church and State
- c. allocate some tax money to the parochial school fund
- d. allow some religious instruction in the regular schools
- e. free parents of parochial school children from school taxes

**1.321** Commencement activities should be financed by

- a. the school board
- b. admission charges
- c. graduating seniors
- d. assessment of all students
- e. traditional senior activities

**1.322** The federal government makes *no* effort to finance

- a. our Indian schools
- b. Negro public schools
- c. schools for the armed services
- d. schools in the Panama Canal Zone
- e. schools for the blind and deaf



1.323 In which of the following cases is federal aid to education an established precedent?

- a. education of children of Indians on reservations
- b. handicapped children such as the blind, deaf and C.P. victims
- c. education of children of military personnel in nearby local public schools
- d. all of the above
- e. a and b only

1.324 Which type of education, supervised by the state, does the federal government contribute federal moneys to?

- a. business
- b. general
- c. legal
- d. preschool
- e. vocational

1.325 Most federal subsidies to education have gone to

- a. junior college education
- b. general secondary education
- c. vocational education
- d. elementary education
- e. teacher education

1.326 The Federal government has

- a. had no part in aid to education
- b. a long history of aid to education
- c. begun its role within the last 20 years
- d. a spasmodic record of aid to education
- e. been inactive in education in recent years

1.327 The Smith-Hughes Act provided for

- a. educational and vocational guidance
- b. continuing the *status quo* in education
- c. public nursery schools and kindergartens
- d. federal aid for vocational education
- e. grants of land for agricultural education

1.328 The problem of federal aid to education has been complicated by the fact that

- a. Congress is divided along party lines on the issue
- b. precedents for federal aid to states are missing
- c. the Catholic Church insists on its members attending parochial schools
- d. certain Congressmen want anti-segregation amendments to federal aid bills
- e. the U.S. Chamber of Commerce supports but labor unions reject such aid

1.329 Which of the following has *not* served as a stumbling block to greater federal aid to education?

- a. fear of federal control
- b. state rights in education
- c. parochial school aid
- d. racial desegregation
- e. none of the above is correct

1.330 Federal moneys are now available to states for vocational education of less than college level under

- a. the George-Deen Act
- b. the Hatch Act
- c. the Smith-Hughes Act
- d. a and c answers
- e. all of the above

1.331 Bills providing federal aid to education have definitely stipulated that education shall

- a. be controlled by the United States government
- b. not be controlled by the United States government
- c. be under the control of the Office of Education
- d. be controlled by the Commissioner of Education
- e. not be controlled by the National Education Association

1.332 In the controversy over federal aid, which of the following is *not* a fact?

- a. The federal government has given aid to the states in the past.
- b. The only issue is that of control by the federal government.
- c. The greatest need for aid lies where there are the most children.
- d. Some states have 5 times the wealth of others for educational use.
- e. Some of the poorest states are making the greatest effort to support schools.

1.333 The best argument for federal aid to general education in public schools is that it will help to

- a. make schools more uniform
- b. equalize educational opportunity and burden
- c. control education centrally
- d. prepare schools for a military emergency
- e. strengthen the U.S. Office of Education

1.334 The most convincing argument in favor of federal aid to education is

- a. federal taxes are much fairer
- b. some children are denied equal educational opportunity
- c. some states spend far more on education than do others
- d. taxes in some states are too high
- e. American education needs improving

1.335 A major weakness of most federally subsidized programs of vocational education is that

- a. federal aid is available locally at the college level only
- b. the federal government uses these programs for purposes of political propaganda
- c. most subsidized courses are not really vocational in nature
- d. many schools cannot qualify for the subsidies although their students need the program
- e. the subsidy enables the federal government to control the entire school program

## D. The Curriculum and Co-curriculum

Nature, kinds and determination of the curriculum

Extra-curricular activities

Special studies of the curriculum

Trends and problems in the curriculum

1.336 A school curriculum is best defined as

- a. all materials used to further pupil activities
- b. all materials and methods of instruction
- c. the organized pupil experiences set up by the school
- d. all the areas of human knowledge taught by the school
- e. the complete array of the courses of study

1.337 The curriculum consists of the

- a. subject matter children must learn in school
- b. subjects offered by the school authorities
- c. total experiences in the school program
- d. unit and lesson plans prepared by teachers
- e. college work covered by teachers in training

1.338 That part of the curriculum which is designed to meet the needs common to all young people is known as

- a. the program of studies
- b. general education
- c. the elective subjects
- d. specialized education
- e. the extra-curriculum

1.339 A program of general education, as often advocated, is designed to

- a. provide knowledge of all that is valuable for the child to know
- b. prepare the student for his chosen field of work
- c. provide training in citizenship and effective group living
- d. orient the student to the cultural aspects of our social heritage
- e. secure for everyone complete mastery of the 3 R's

1.340 The Carnegie unit has been used in American secondary education as

- a. a standard or optimum class size
- b. a measure of the effectiveness of the school library
- c. a measure of the financial support a community gives its high school
- d. a measure of the time devoted to a subject in the secondary school
- e. a standard for evaluating school progress

1.341 The Carnegie Unit refers to

- a. requirements for high school graduation and college entrance
- b. elementary school auditorium and cafeteria combinations
- c. the combination of lecture hall and laboratory in science teaching
- d. a unit of work in technical colleges
- e. a type of organization of subject matter

1.342 "Functional Mathematics" is a type of mathematics which gives most emphasis to

- a. the needs of slow learners
- b. everyday mathematical problems
- c. the geometric functions
- d. drill on fundamental processes
- e. college preparatory functions

1.343 Probably the most effective means of making mathematics more "functional" is to

- a. postpone difficult concepts to a more advanced grade
- b. fuse courses having a mathematical content
- c. make the mathematics incidental to the solution of problems encountered in life
- d. reduce the curriculum in math to the basic essentials
- e. require all students to take the same sequence of courses within the mathematics field

1.344 In late years, the term *social studies* has come to mean

- a. the same thing as the term *social science*
- b. subjects concerned with humans and their relationships
- c. the same thing as social education or social learning
- d. the same thing as the term *social living*
- e. none of the above is a correct answer

1.345 The "unabridged version of life itself" refers to

- a. verbal symbols
- b. dramatized experiences
- c. visual symbols
- d. direct experiences
- e. contrived experiences

1.346 Concerning subject matter, most educators will agree that

- a. subject matter is limited to courses of study
- b. one should teach *children* not subject matter
- c. all aspects of the curriculum are subject matter
- d. if relevance is the criterion for selecting subject matter, the course of study becomes narrowed
- e. subject matter must deal with some material not *directly* related to a problem

1.347 The subject which would be expected to contribute most to general education values is

- a. Latin
- b. English
- c. typing
- d. chemistry
- e. geometry



1.348 In the better modern elementary schools, arithmetic emphasizes

- a. problems that are practical
- b. formulae and principles
- c. square root and cube root
- d. learning of tables and rules
- e. theory rather than practice

1.349 Modern elementary schools have replaced the study of geography and history with a course in social studies which emphasizes

- a. memorizing certain places
- b. memorizing certain dates
- c. better understanding of the world in which we live
- d. studying people, places, and isolated events
- e. knowing one's community and immediate environment

1.350 The modern elementary schools tend to emphasize in their curriculum

- a. subject matter
- b. mastery of the tool subjects
- c. social development
- d. all aspects of the child's growth
- e. emotional development

1.351 In the primary grades of the elementary school, the central activity is usually

- a. reading
- b. writing
- c. spelling
- d. arithmetic
- e. history

1.352 The high school subject in which the largest number of students enroll is

- a. English
- b. mathematics
- c. typing
- d. history
- e. science

1.353 In the reorganization of education to include grades 13 and 14, which of the following would be given a greater time allotment with the advance of the grades?

- a. common learnings
- b. personal interests
- c. vocational preparation
- d. health and physical fitness
- e. none of the above

1.354 In the eyes of Progressivists, the sequence of curricular experiences should be determined by the

- a. continuity of pupils' interests
- b. organization of the basic texts
- c. logical sequence of the subject-matter
- d. organization used by the curriculum maker
- e. none of the above

1.355 Which of the following is *not* a social studies subject taught in secondary schools?

- a. World History

- b. Economics
- c. Community Civics
- d. Geography
- e. Business Law

1.356 A curriculum maker interested in designing a functional curriculum would need an understanding of

- a. educational philosophy
- b. society and social mores
- c. psychological principles
- d. pedagogical procedures
- e. all of the above

1.357 The curriculum should be planned by

- a. classroom teachers who have direct experience in using it
- b. a curriculum committee of administrators and supervisors
- c. a committee of interested educators and laymen
- d. a national committee of curriculum authorities
- e. school board members and representatives of the public

1.358 Most educators say that curriculum construction or revision should be the work of

- a. teachers and administrators
- b. teachers and children
- c. business and professional leaders
- d. parents and teachers
- e. all of these in cooperation

1.359 Educational authorities feel that

- a. administrative leaders should plan the curriculum since they are responsible to the people
- b. pupils, parents, teachers, and administrators should have a part in determining the curriculum
- c. the actual preparation of the curriculum should be in the hands of technical experts exclusively
- d. the curriculum should be uniform for all students
- e. the curriculum should be set by the school board

1.360 What the child studies in a specific class period is the decision of the

- a. child himself
- b. parent
- c. teacher
- d. principal
- e. superintendent

1.361 Which of the following curricular types, organization, or emphasis do modern educators favor on the junior high level?

- a. the textbook approach
- b. the subject-matter approach
- c. the integrated curriculum
- d. the Great Books curriculum
- e. none of the above

1.362 The core curriculum most frequently includes what subjects?

- a. mathematics and science
- b. English and social studies
- c. English and mathematics
- d. science and English
- e. science and social studies

**1.363 In the *core* curriculum**

- a. a single course replaces several related courses
- b. experience begins with a common area for all pupils
- c. an attempt is made to organize functional relationships among subject areas
- d. the curriculum is built around individual interests, abilities, and experiences
- e. the traditional subject-matter courses are followed

**1.364 The core curriculum does *not* emphasize**

- a. democratic procedures
- b. problem solving
- c. a well-defined body of subject matter
- d. cooperative planning
- e. integration of different subject matter

**1.365 Which of the following is *not* true of the core curriculum in high school?**

- a. It groups into one course, two or more related courses.
- b. It enables the teacher to make greater contact with students.
- c. It places emphasis on subject-matter.
- d. It provides for individual differences.
- e. It places emphasis on the guidance of the individual student.

**1.366 Concerning the nature of the core curriculum it *cannot* be truthfully said that**

- a. it enables the teacher to get to know his pupils better
- b. it works well even if the teacher's educational background is poor
- c. it involves a fusion or integration of several fields of knowledge
- d. it permits the use of the experience curriculum
- e. it allows time for a variety of problem-centered research activity

**1.367 The chief function of work experience programs is to provide**

- a. youth with work experience
- b. youth with spending money
- c. business and industry with better workers
- d. freedom for teachers to handle more students
- e. a better basis for giving vocational guidance

**1.368 The chief benefit to be derived from work-experience programs at the high school level is that of**

- a. meeting the labor shortage locally
- b. providing management with cheap labor
- c. providing youth with spending money
- d. providing youth with a sounder basis for vocational choice
- e. orienting youth to organized labor's contribution to society

**1.369 The major purpose of the D.C.T. program in high school is to**

- a. eliminate from school pupils who don't profit from academic work
- b. provide financial aid to enable good students to remain in school

- c. give students an orientation to the world of work
- d. make for good community relations and cooperation
- e. provide the community with cheaper labor

**1.370 The main purpose of the Diversified Cooperative Training program is to**

- a. meet the manpower needs of the community
- b. train students in many different occupations
- c. provide cooperation between the school and local industry
- d. meet the needs and interests of certain students
- e. prevent students from becoming drop-outs

**1.371 Integration consists of**

- a. scheduling several subjects within an extra long period
- b. incorporating extra-curricular activities into the school program
- c. permitting each pupil to progress at his own rate
- d. using several subjects to teach a topic or unit
- e. providing separate schools for colored and whites

**1.372 In the experience curriculum**

- a. experience begins with a common area for all pupils
- b. drill learning is given the greatest emphasis
- c. the teacher's experience determines the content
- d. the teacher and pupils cooperate to build a program around individual interests
- e. an attempt is made to preserve functional relationships through retaining subject areas

**1.373 There is the *least* need for terminal courses in**

- a. elementary schools
- b. junior high schools
- c. senior high schools
- d. junior colleges
- e. senior colleges

**1.374 The most impressive characteristic of the modern American secondary school is**

- a. the diversity of its offerings
- b. the number of vocational offerings
- c. the fine arts program
- d. the classical offerings
- e. the mathematics program

**1.375 Changes in the organization of the secondary school curriculum through the use of fusion means**

- a. correlating the work in two subject fields
- b. showing the relationship between departments
- c. providing a survey type of course
- d. providing fewer elective courses
- e. combining two or more courses

**1.376 Scientific methods have been used *most* extensively in determining the curriculum content in the**

- a. elementary school
- b. junior high school
- c. senior high school
- d. junior college
- e. senior college



1.377 Which of these techniques is most helpful in planning the curriculum?

- a. sociogram
- b. projective tests
- c. problem checklists
- d. anecdotal records
- e. scattergram

1.378 What method *most* often has been used in the past to broaden the secondary school curriculum?

- a. addition of new subjects and activities
- b. addition of new units to the subjects already in the curriculum
- c. change from departmentalization of subjects to a core program
- d. addition of a program of work experience
- e. correlation or fusion of allied subjects

1.379 What *one* factor has had the *most* to do with determining the curriculum of a high school?

- a. standards of accrediting agencies
- b. entrance requirements for college
- c. tradition
- d. local limitations
- e. needs of youth

1.380 Which of the following is the main determinant of course content at the high school level?

- a. the students
- b. the teacher
- c. the curriculum maker
- d. the author of the textbook
- e. the superintendent of schools

1.381 Which of the following is the foremost factor in the determination of the effectiveness of the curriculum?

- a. the competence of the teacher
- b. the cooperation of the community
- c. the interest of the student body
- d. the leadership of the administration
- e. the quality of the supervision

1.382 The most valid basis upon which to make any curriculum change, at the high school level, is an analysis of

- a. college entrance requirements
- b. current textbooks
- c. community demands
- d. the needs of the pupils involved
- e. the curriculum of similar schools

1.383 In the final analysis, what is taught in the classroom is determined mainly by the

- a. classroom teacher
- b. students
- c. printed curriculum
- d. social order
- e. school administrator

1.384 Curriculum change in the secondary school must be based *primarily* upon a thorough analysis of the

- a. content of the subjects now taught
- b. specialized elements of the curriculum
- c. needs of pupils of this school age
- d. specific requirements for college entrance
- e. none of the above

1.385 Modern educational theory says that the curriculum should be

- a. planned generally and in detail by the students in the classroom
- b. planned cooperatively by experienced persons not forgetting the pupils
- c. built around the best textbooks to be obtained in the field
- d. decided upon by department heads and followed uniformly in all classes
- e. planned carefully and in detail by the administrators and teachers

1.386 Traditionally, the high school curriculum has been oriented toward

- a. the demands of society
- b. the needs of individual students
- c. college entrance requirements
- d. community pressures
- e. competence of high school teachers

1.387 The curriculum of the small high school is dominated by

- a. the college preparatory pattern
- b. the great number of electives offered
- c. the demands of the community
- d. the preparation for selected vocations
- e. none of the above

1.388 The professional organization which has contributed most to curriculum planning is

- a. U.S. Bureau of Curriculum Research
- b. A.S.C.D.
- c. American Association of School Administrators
- d. A.E.R.A.
- e. N.S.S.E.

1.389 The chief reason for having a vital program of co-curricular activities is that

- a. students need something to do after school
- b. teachers need to do something in addition to classroom teaching
- c. parents enjoy seeing their children perform
- d. the principal wants a public relations program
- e. the program helps youth to develop the democratic way of life

1.390 Extra-curricular activities were introduced into schools *mainly* because of

- a. complaints of teachers
- b. administrative philosophy
- c. requests of students
- d. requests by parents
- e. demands by the community

1.391 Out-of-class activities have rightly been added to the program in high schools to

- a. meet accreditation requirements
- b. make the high school more like college
- c. provide extra credit for weak students
- d. improve the school curriculum
- e. none of the above is a correct answer

1.392 The *main* purpose of extra-curricular activities is to

- a. facilitate pupil development
- b. prevent disciplinary problems
- c. provide a progressive school
- d. keep pupils from dropping out
- e. meet the demands of the community

1.393 The *major* purpose of co-curricular activities is to

- a. help students achieve a well-adjusted personality
- b. allow outstanding students an opportunity to develop into able citizens
- c. provide relief from the usual classroom routine
- d. permit students to have a voice in choosing their educational program
- e. keep youth in school and off the streets

1.394 It should be the right of the student council to

- a. handle individual problems of discipline
- b. make recommendations for curricular practices
- c. establish policies concerning student regulations
- d. assume responsibility for instructional functions
- e. set up practices concerning administration

1.395 The *chief* purpose of the student council is to

- a. enable students to govern themselves
- b. simplify school management problems
- c. aid the principal to gauge the morale of the student body
- d. provide pupils with experience in sharing problems of the school
- e. relieve the principal of worries over administrative problems

1.396 The *prime* objective of a school athletic program is

- a. to minimize unwholesome competition
- b. to encourage the less physically able
- c. to develop school spirit, good health, and sportsmanship in students
- d. to provide for the vicarious satisfaction of the needs of students
- e. none of the above is a correct answer

1.397 The *best* criterion of a good school club is the

- a. size of its membership
- b. money in its treasury
- c. amount of pupil self-direction
- d. parliamentary skill of the leaders
- e. quality of the public exhibits

1.398 The quality of the school's co-curricular program is *best* judged by

- a. the amount of student participation
- b. the extent of teacher participation
- c. the variety of interests represented
- d. the extent to which the needs of all students are met
- e. the success of the groups in inter-school competition

1.399 Pupil participation in extra-curricular activities should be

- a. required
- b. discouraged
- c. encouraged but kept voluntary
- d. selective on the basis of scholarship
- e. none of the above

1.400 Extra-curricular activities should be

- a. a spontaneous outgrowth of interest in regular classroom activity
- b. made a requirement for all secondary school pupils
- c. completely divorced from the teacher-learning situation
- d. done away with in all schools seeking high academic standards
- e. tolerated but not sponsored by the public school

1.401 The extra-curricular program should grow out of the

- a. careful planning by the PTA
- b. felt needs of the community
- c. expressed needs and interests of pupils
- d. efficient supervision of all clubs
- e. skillful administration of the school

1.402 It is generally agreed that pupil participation in co-curricular activities should be

- a. limited through a point-system to prevent excessive participation on the part of any one student
- b. limited through a point-system only with respect to the holding of offices so that more can get training
- c. limited only with respect to the maintenance of acceptable grades
- d. limited only to make room for other children wanting to participate
- e. available on a no-limit basis to all who want to participate

1.403 Although pupil participation in school government is desirable, the principal should reserve the right to

- a. overrule all decisions
- b. preside at all meetings
- c. indicate his desires before any vote is taken
- d. indicate his wishes before final action is taken
- e. cast his ballot whenever a vote is called for

1.404 The *greatest* danger in the activity program consists of

- a. retaining an activity after it has lost its value
- b. interference with the normal activities of the classroom



- c. overloading the teaching staff
- d. mismanagement by the students
- e. criticism of community leaders

1.405 The majority of school administrators today

- a. view co-curricular activities as separate from other school activities
- b. accept student initiated activity as a part of regular school work
- c. do not accept co-curricular activities as part of school life at all
- d. frown upon students who engage in extra class activities
- e. advocate doing away with student activities in the school

1.406 Most school administrators hesitate to approve student

- a. courts
- b. patrols
- c. councils
- d. assistance in classroom teaching
- e. participation in school government

1.407 The Eight-Year Study of the relative progress in college of students from different high schools was sponsored by the

- a. American Council on Education
- b. National Education Association
- c. National Association of Secondary School Principals
- d. Progressive Education Association
- e. Southern Association of Secondary Schools and Colleges

1.408 The conclusions of the Eight Year Study were that

- a. certain subjects are better than others for college preparation
- b. the "experimental" group earned a slightly higher total grade average
- c. the control group were more often judged to be better thinkers
- d. the graduates of the 30 schools earned fewer non-academic honors
- e. the groups specialized in radically different academic fields

1.409 The Eight-Year Study showed that

- a. bright students really do not have to go to high school to do well in college
- b. an accelerated eight-year program can provide adequate background for college work
- c. high school curricula as presently organized are reasonably effective in most areas
- d. students can do well in college without the usual high school background
- e. high school students pursuing a conventional curriculum do superior work

1.410 Among the other things, the Eight-Year Study revealed that college students from progressive schools

- a. made better college records in all subjects except foreign languages

- b. found that less than 2 years of high school math prevented their success in college
- c. joined more religious organizations than students from traditional schools
- d. participated in fewer campus activities, campus politics, and social affairs
- e. were less sure of their vocational choices and attended fewer cultural affairs

1.411 The Harvard Report maintained that the greatest need in the way of curriculum revision in the secondary school is

- a. better preparation for college-bound students
- b. better preparation for vocational skills
- c. provision for greater unity of purpose and effort
- d. emphasis on the classical "disciplinary" subjects
- e. a discarding of "life-adjustment" education

1.412 The modern high school curriculum is probably least adequate for children of

- a. the middle class
- b. the lower class
- c. limited intelligence
- d. average intelligence
- e. the upper class

1.413 The major weakness of the curriculum of most high schools is

- a. the lack of a core curriculum
- b. the failure to provide vocational education
- c. a neglect of the unique needs of individuals
- d. overemphasis on extra-class activities
- e. the paucity of English courses

1.414 What type of adjustment or change in curriculum content and organization has the greatest possibility for improving our chances of meeting the needs of secondary school youth?

- a. The reorganization of subjects and activities
- b. The addition of a core program
- c. The addition of work experience
- d. The addition of subjects
- e. The combination of the above four

1.415 Which of the following is *not* a change undergone by the modern curriculum?

- a. a return to teaching the basic 3 R's
- b. an attempt to relate schools to real life
- c. a great increase in secondary school subjects
- d. a movement in the direction of fused subjects
- e. a greater stress on attitudes and personality

1.416 Since the increased interest in the conquest of space, there has been an increased demand for greater curricular emphasis especially upon

- a. communicative skills
- b. international relations
- c. foreign languages
- d. the exact sciences
- e. physical fitness

1.417 The present trend in curriculum development is to place more emphasis on

- a. flexibility in content and method
- b. logical subject matter organization
- c. meaningful pupil experiences
- d. a and b
- e. a and c

1.418 Which of the following declined sharply as a subject taught on the senior high level between 1933 and 1946?

- a. United States history
- b. Civics and geography
- c. Ancient and mediaeval history
- d. American and world history
- e. Geography and modern history

1.419 Since World War II the *changes* in social studies teaching include

- a. decreased emphasis upon geography
- b. integration of social studies subjects
- c. world history taught on junior high level
- d. disappearance of state history courses
- e. less emphasis given to citizenship education

1.420 The school curriculum should be planned to agree with

- a. the goals, purposes, and interests of pupils

- b. available textbooks in the various subjects
- c. college entrance requirements
- d. the training and interests of teachers
- e. the general culture of the past

1.421 If the curriculum is to be such as to fulfill its responsibility to society, the school must

- a. establish the basic needs of youth and devise its curriculum to meet these needs
- b. select those textbooks which most nearly meet the needs of youth
- c. select and stabilize the curriculum that most nearly meets the needs of youth
- d. select and stabilize the offerings of the school once and for all
- e. continually revise its offerings to meet more adequately the changing needs of youth

1.422 Which of the following statements relative to the revision of the curriculum is the most acceptable?

- a. It should be in a continuous process of evolution.
- b. It should be subject to a continuous process of evaluation and revision.
- c. It should be changed rarely in order to give stability to students' learning experience.
- d. It should be stable and uniform from school to school over wide geographic areas.
- e. It should be stable in its basic core but flexible in all other aspects.

## E. Special Services, School Plant and Materiel

Guidance and the classroom teacher

Health, attendance and library facilities

The school plant and custodial services

Textbooks, supplies and materiel

Audio-visual aids

1.423 The main purpose of guidance is to

- a. make pupils more dependent on guidance
- b. develop the power of self-guidance
- c. limit guidance service to the maladjusted pupil
- d. separate guidance from the educational program
- e. provide work for guidance counselors

1.424 The primary purpose of guidance activities as conducted in the elementary school is to

- a. help children select a vocation
- b. collect and interpret data
- c. reduce misbehavior and school drop-outs
- d. provide students with exploratory experiences
- e. promote pupil adjustment and development

1.425 Guidance should be emphasized for youth because it

- a. gives a student a job
- b. places him successfully in college

- c. helps him inherit his father's job
- d. gives employment to more teachers
- e. helps him to help himself

1.426 The *greatest* number of individual problems of adjustment may be expected to occur in which of the following grade levels?

- a. elementary school
- b. primary grades
- c. junior high school
- d. grades 4 and 5
- e. senior high school

1.427 According to the present, generally-accepted concept of the guidance function,

- a. the classroom teacher is the pivot around which the school guidance program rotates
- b. the teacher is little more than the discoverer of seriously maladjusted individuals



- c. the classroom teacher has a definite place in the guidance program, but the services of the specialists should be made available
- d. guidance is the concern of the specialist only, for the average teacher is not trained in the special techniques of counseling
- e. guidance must be placed in the hands of the deans who are the disciplinarians

1.428 The teacher's most important role in guidance is to

- a. counsel students on the problems that confront them
- b. act as liaison officer between pupils and counselors
- c. screen students from the counselor to prevent the overloading of the latter
- d. act as a consultant to the counselor in cases involving one of his students
- e. show the student the proper road to take

1.429 The guidance function of the classroom teacher primarily should be that of

- a. a judge; the child needs to learn to respond to authority
- b. a moralist; the guidance of the child implies sound moral and social behavior
- c. a mirror; the child needs to see himself as others see him
- d. a disciplinarian; the child needs to realize that improper behavior is unacceptable
- e. a helper; the child needs help to face our complex society

1.430 The major responsibility of the counselor in the modern high school is to

- a. help students solve their problems
- b. help the principal run the school
- c. solve the student's many problems
- d. guide teachers in their in-service training
- e. provide teachers with test and other data

1.431 The person who is in a position to perform the most effective guidance for most students in a school is the

- a. guidance specialist
- b. school administrator
- c. classroom teacher
- d. custodian
- e. athletic coach

1.432 The work of visiting teachers is generally considered a part of

- a. administration
- b. instruction
- c. guidance
- d. clerical activities
- e. extra-class duties

1.433 In a counseling situation, probably the first thing the counselor should do is to

- a. establish rapport with the pupil client
- b. listen to the student's version of his problem

- c. review test data with the student as a means of establishing a common point of departure
- d. explain the rules and regulations the student must abide by if he is to receive counseling
- e. check on the pupil's discipline record

1.434 Which of the following constitutes the most questionable procedure in counseling with adolescents?

- a. Explaining just what you can and what you cannot do for them.
- b. Giving them insight into the basic dynamics of their behavior.
- c. Replacing unacceptable behavior with more acceptable behavior.
- d. Securing improvement in the behavior that led to the need for counseling.
- e. Making the solution of their problem your responsibility.

1.435 Probably the least important aspect of counselor improvement lies in the area of

- a. improved skill in establishing rapport
- b. greater psychological insight into personality dynamics
- c. greater sensitivity to student feeling
- d. improved routines applicable to all cases
- e. greater understanding of community demands and pressures

1.436 In counseling a student, it is generally best to

- a. do most of the talking yourself so as to keep from embarrassing the pupil
- b. let the student formulate his own problem and analyze his own feelings
- c. remonstrate against the student on obvious breach of the social and moral code
- d. cross-examine the student when he seems reluctant to face up to the obvious facts
- e. omit any reference to poor test results or low grades in his school work

1.437 A pupil has a problem. He asks the teacher, "What shall I do?" The teacher should

- a. tell the pupil the course of action to take, after considering his abilities
- b. tell the pupil what he would do if he were in the pupil's place
- c. ask the pupil questions which will develop the information needed for an intelligent decision
- d. tell the pupil to figure it out for himself, since he should develop ability to find solutions to problems
- e. advise the pupil to follow the procedures he outlines for him

1.438 In the final analysis, the extent to which the average child gets effective guidance in school depends primarily upon the

- a. principal
- b. superintendent
- c. guidance counselor
- d. classroom teacher
- e. school deans

**1.439** The guidance function of the classroom teacher in high school is predicated primarily on the

- a. relative shortage of trained counselors
- b. relatively strategic position of the classroom teacher
- c. spare time available in the classroom
- d. greater insight of the teacher into classroom problems
- e. greater understanding of the child by the classroom teacher

**1.440** The teacher should secure help from students by assigning jobs primarily

- a. on a random basis
- b. as a reward for good behavior
- c. as a means of securing more mature behavior from pupils
- d. as a means of satisfying the needs of certain students
- e. on a routine rotating basis

**1.441** Homeroom programs are recommended in schools because they give the teacher an opportunity to

- a. keep the students occupied
- b. get some of his paper work finished
- c. become better acquainted with pupils
- d. provide guidance services
- e. have the students do their homework

**1.442** The predominating activity of the homeroom should be

- a. making announcements
- b. checking attendance
- c. providing guidance
- d. electing officers
- e. studying lessons

**1.443** Which of the following is *not* a function of the homeroom?

- a. Providing group and individual guidance
- b. Taking attendance and reading announcements
- c. Developing effective study habits
- d. Demonstrating democratic processes
- e. None of the above is a correct answer

**1.444** In a small school where money is not available for a trained guidance counselor, it is recommended that

- a. the principal take special training and direct guidance activities
- b. each teacher do independent guidance work
- c. a faculty guidance committee be set up
- d. guidance be abandoned until a trained guidance counselor can be hired
- e. the pupils learn to guide themselves

**1.445** The *main* purpose of school roundups for potential kindergarten students is to enable teachers to

- a. estimate the number of children who will enter school in the fall

- b. meet the parents of prospective students
- c. explain the program of the school to parents
- d. obtain essential information about the child before he reaches school
- e. decide whether the child is ready for school

**1.446** According to the American Library Association, the functions of the school library include

- a. guiding pupils in all phases of their reading
- b. helping children to become skillful library users
- c. assisting in the cultural growth of the school staff
- d. a and b
- e. a, b, and c

**1.447** The school library should be considered primarily as a

- a. fine repository of books and materials
- b. unit of educational service to pupils
- c. place to read in a quiet atmosphere
- d. place to do homework problems
- e. means of developing hobbies of students

**1.448** The chief use of the school library should be to

- a. do homework
- b. read periodicals
- c. use reference books
- d. acquire needed information
- e. prepare book reports

**1.449** In order to properly use the school library, pupils should

- a. be closely supervised in their selection of books
- b. have books selected for them by the librarian
- c. be encouraged to select their own books
- d. not be allowed to talk to their classmates
- e. not be allowed to take books home

**1.450** The modern school requires from the school custodian

- a. graduation from college or technical school
- b. knowledge of many kinds of machinery
- c. affiliation with the political party in power
- d. less knowledge of cleaning methods
- e. more knowledge and skill than formerly required

**1.451** The school custodian is responsible for

- a. installation and care of school equipment
- b. selection of cafeteria workers
- c. raising funds for school machinery
- d. taking truant children into custody
- e. all of the above

**1.452** The National Council of Schoolhouse Construction recommends how much acreage as a minimum for an elementary school of 200 pupils?

- a. one acre
- b. three acres
- c. five acres
- d. seven acres
- e. nine acres



1.453 School architects say that the most popular type of buildings now being constructed for school use is the

- a. vertical building
- b. horizontal building
- c. monumental building
- d. massive building
- e. colonial building

1.454 The fact that a community has a new, magnificent school building is a guarantee that it will have

- a. a modern school program
- b. an interested teaching staff
- c. an excellent administration
- d. all of the above
- e. none of the above; there is no guarantee

1.455 Instructional materials should be selected by

- a. the principal
- b. teachers
- c. the school board
- d. the purchasing agent
- e. pupils

1.456 In order for interests and needs of pupils to be served best, textbooks should be recommended by

- a. the administrator
- b. an appointed committee of interested laymen
- c. an appointed committee of teachers and students
- d. the school supervisor
- e. an appointed or elected committee of teachers

1.457 Movable type furniture is desirable in a classroom because it

- a. makes for efficient management
- b. encourages strict discipline
- c. adapts the curriculum to the child
- d. provides economy in initial cost
- e. makes easier the job of cleaning

1.458 In most public school systems throughout this country, textbooks are provided

- a. at public expense
- b. by the student
- c. jointly by school and student
- d. by fund-raising campaigns
- e. by the student's parents

1.459 Modern educators

- a. accept the textbook as the beginning and end of the mastery of learning
- b. accept the textbook as one of several educational aids for learning
- c. believe the textbook will be replaced by more expert teachers
- d. feel that the textbook has no place in the mastery of learning
- e. are worried over subversive doctrines appearing in textbooks

1.460 The present trend in the use of instructional materials is toward

- a. the use of one basic textbook, with one or two supplementary books
- b. the use of one good textbook alone, to avoid confusing pupils
- c. as wide a variety as possible of both printed and audio-visual materials
- d. very few printed materials, but a variety of audio-visual materials
- e. the use of audio-visual materials only, with an emphasis upon television

1.461 The primary purpose served by audio-visual aids is to

- a. provide variety from too exclusive a use of a verbal approach
- b. permit meaningful student participation in actual learning experiences
- c. fill in the details overlooked in the verbal or textbook presentation
- d. clarify certain aspects of the learning experience
- e. quiet down a class whenever it gets restless and noisy

1.462 Which of the following is *not* true of audio-visual aids?

- a. They require a follow-up session.
- b. They stimulate student interest.
- c. They should be used in lieu of classroom teaching.
- d. They include other materials besides films and television.
- e. They present material not otherwise available.

1.463 Which of the following statements is the *least* accurate concerning audio-visual materials?

- a. Visual materials generally enhance learning.
- b. Audio materials generally enhance learning.
- c. Audio-visual materials solve staff shortages by reducing the need for teachers.
- d. Educational television has possibilities for enriching instruction.
- e. Television is but one type of learning aid.

## F. Administration and Supervision

Democratic nature

Qualifications of administrators and supervisors

Duties and responsibilities

Criteria for evaluating

1.464 Which of the following premises is inconsistent with democratic school administration?

- a. Every teacher should make an equal contribution to the cause of education.
- b. The welfare of the group is assured by furthering the welfare of the individual.
- c. Cooperative group decisions are apt to be more valid than decisions of individuals.
- d. Every idea is entitled to a fair hearing regardless of its origin.
- e. Every person can make a unique and important contribution.

1.465 The main function of the supervision of teaching should be the

- a. advancement of pupil welfare
- b. organization of a teaching schedule
- c. proper utilization of school facilities
- d. carrying out of the curriculum
- e. achievement of success in examinations

1.466 Supervision in school administration should be primarily

- a. preventive and critical
- b. preventive and corrective
- c. constructive and creative
- d. constructive and critical
- e. critical and corrective

1.467 The *basic* purpose of supervision is to

- a. help teachers improve their techniques of teaching
- b. help teachers improve their understanding of children
- c. help teachers become skilled in dealing with children
- d. help children learn more effectively
- e. facilitate operation of the school

1.468 The primary purpose to be achieved by supervision of teachers is that of

- a. effecting a better utilization of school personnel
- b. enforcing adherence to the prescribed curriculum
- c. coordinating year-to-year progression of students
- d. promoting the improvement of the learning process
- e. giving the public greater confidence in its schools

1.469 Which of the following statements best justifies the outlay of school money for the purpose of supervising teachers?

- a. Beginning teachers need help in converting theory into practice.
- b. The principal needs to know what is going on in his school.

- c. Supervision is necessary in order to rate teachers for promotion, salary increases, and dismissal.
- d. It enables the superintendent and principal to effect a better utilization of school personnel.
- e. Supervision can help teachers improve their teaching procedures.

1.470 It is generally considered best for the community for school policy to be determined by

- a. the professional educators
- b. the public at large
- c. the state department of education
- d. a partnership of citizens and educators
- e. a national government authority

1.471 Which is the most desirable type of internal administration of city schools?

- a. Unit control, with the assistant superintendent of business directly responsible to the board of education.
- b. Unit control, with the superintendent of schools solely responsible to the local board of education.
- c. Dual control, with the superintendent of schools and teachers directly responsible to the board of education.
- d. Dual control, with the superintendent of schools responsible to the board of education and the county superintendent of schools.
- e. Multiple control, with superintendent, business manager, and teachers directly responsible to the board of education.

1.472 Line and staff organization

- a. means communication from teacher to principal through department heads only
- b. is inimical to effective democratic leadership
- c. is conducive to efficient school operation
- d. is inimical to efficient school operation
- e. means communication from principal to department heads through teachers

1.473 Elementary teachers are directly responsible to the

- a. superintendent of schools
- b. school principal
- c. board of trustees
- d. personnel officer
- e. local electorate

1.474 The secondary classroom teacher is directly responsible to the

- a. parents
- b. general public
- c. principal
- d. superintendent
- e. board of education



1.475 The principal of a school should be responsible directly to the

- a. local school board
- b. education committee of the school board
- c. local superintendent
- d. state superintendent
- e. state board or the state superintendent

1.476 Which of the following would probably have the greatest bearing on the effectiveness of an elementary school principal?

- a. his knowledge of teaching methods
- b. his understanding of the principles of child psychology
- c. his understanding of the principles of school administration
- d. his understanding of the principles of personnel psychology
- e. his understanding of community relations

1.477 The criticism most frequently levelled at school administrators is that

- a. they are stingy with praise
- b. they do not know their teachers
- c. they "snoopervise"
- d. they fail to provide leadership
- e. they are too lazy

1.478 Administrators frequently promote their best classroom teachers to supervisory positions. This procedure overlooks the fact that

- a. teaching, not supervising, is the important consideration in education
- b. the more good teachers leave the classroom, the worse our schools will be
- c. supervising frequently requires a very different set of abilities than is involved in good teaching
- d. supervision is a position in itself and need not involve training and experience in the classroom
- e. a good teacher has a professional responsibility to remain in the classroom

1.479 A good supervisor would *not*

- a. admit that some teachers are able to present individual lessons better than he can
- b. subject himself to an impartial evaluation of his supervisory abilities by the teachers
- c. be willing to change his point of view in the light of new methods
- d. expect all of his teachers to use "one best method of procedure"
- e. be willing to learn from the teachers with whom he is working

1.480 Responsibility for the physical comfort of the students rests with

- a. the school board
- b. the school superintendent
- c. the school principal
- d. the instructional staff
- e. all of the above

1.481 The primary duty of the local superintendent is to

- a. hire good teachers

- b. collect school taxes
- c. select proper textbooks and other equipment
- d. supervise operations and provide leadership
- e. act as secretary to the local school board

1.482 Which of the following is *not* one of the duties and responsibilities of the superintendent of schools?

- a. Decide upon local school policies.
- b. Recommend rules and regulations.
- c. Assist in organization of the board.
- d. Attend meetings of the board.
- e. Recommend a calendar for the school year.

1.483 School principals are expected to

- a. put into operation the course of study
- b. meet regularly with the board of education
- c. prepare the budget for the whole school system
- d. employ and discharge teachers
- e. do all of the above

1.484 The chief responsibility of the principal is to

- a. organize and administer the guidance program
- b. provide leadership in the instructional program
- c. listen to parental criticism
- d. keep proper school records
- e. handle discipline problems

1.485 The daily schedule of both the small and large high school has usually been built with the thought in mind of

- a. meeting the needs of the students
- b. avoiding conflicts for students
- c. providing for the convenience of the faculty
- d. providing the most opportunity for the pupil
- e. equalizing the teacher's work load

1.486 The best informed opinion of ability grouping is that

- a. it encourages individual initiative and leadership
- b. it encourages students to make maximum use of their potential
- c. it eliminates the problem of individual differences
- d. it promotes a type of caste system within the school
- e. it needs to be explored further before it is accepted or rejected

1.487 The departmentalization of the high school has had its most detrimental effect upon

- a. the use of the unit method
- b. specialization in a given subject area
- c. the attainment of a general background
- d. the use of drill procedures
- e. the development of effective study habits

1.488 The major objection to the present departmentalization of the high school is that it

- a. encourages drill activities
- b. discourages periodic reviews
- c. encourages specialization
- d. discourages child-centered learning experiences
- e. encourages shallow treatment of subject matter

1.489 The chief purpose of meetings between the supervisor and the teachers should be

- a. the exchange of worthwhile ideas among the members of the staff
- b. the voicing of complaints and the remedying of poor conditions
- c. securing agreement on the proper way to use all the finances allocated to the school
- d. securing agreement concerning the best way in which the school and grounds can be utilized
- e. the clarification of the instructional directions given the teachers

1.490 A supervisor in today's schools should be regarded as one who

- a. provides friendly, constructive, and cooperative help to teachers
- b. inspects the classroom in order to rate the teacher
- c. gives directions and expects the teachers to meet his standards
- d. assumes the administrative responsibilities of the school
- e. criticizes the methods employed by the teacher

1.491 The most important clue to the excellence of a school system can be found in the

- a. extent of teacher preparation
- b. taxable wealth per pupil
- c. size of the community
- d. size of the school system
- e. number of textbooks in use

1.492 In the last analysis, the most important part of the education program is the

- a. pupil-textbook relation

- b. teacher-principal relation
- c. school-community relation
- d. teacher-pupil relation
- e. school-finance relation

1.493 In the final analysis, the betterment of elementary education depends upon

- a. teacher improvement
- b. student improvement
- c. revising the elementary curriculum
- d. selling the program to the public
- e. use of more audio-visual aids

1.494 The effectiveness of supervision must, in the final analysis, be judged in terms of

- a. greater community satisfaction
- b. greater personal satisfaction
- c. greater pupil progress toward the goals of education
- d. reduced classroom misbehavior
- e. increased community willingness to support education

1.495 The best evidence of the effectiveness of supervision is

- a. the good relations that exist between teacher and supervisor
- b. the extent to which the teacher becomes progressively more self-sufficient
- c. the extent to which the supervisor solves the teacher's problems
- d. the ease with which the supervisor can diagnose and remedy situations
- e. the extent to which the teacher knows what he should be doing

## G. The Teaching Profession

Professional status, membership, organization and relations

The role and duties of teachers

Selection, preparation, and certification of teachers

Employment opportunities, outlook and placement

Teacher salaries and "fringe benefits"

Teacher contracts, tenure, welfare and retirement

In-service education, publications and professional improvement

1.496 Teaching would come in which of the following classifications of work?

- a. clerical
- b. managerial
- c. professional
- d. service
- e. skilled

- c. enforcement of high standards
- d. establishment of retirement systems
- e. sponsoring of state conventions

1.497 The *best* evidence of the professional status of teaching is the

- a. publication of journals
- b. fixing of salary schedules

1.498 The most valid criterion on the basis of which to judge whether teaching is a profession is the teacher's

- a. love of children
- b. broad and thorough knowledge of subject matter
- c. exemplification of the dominant values of our culture
- d. observance of professional ethics
- e. thorough grasp of pedagogical theory and practice



1.499 The most critical factor needed to make teaching a true profession is

- a. an improved salary scale
- b. a longer period of training
- c. improved school buildings
- d. better spirit among teachers
- e. discipline of its own members

1.500 It is generally agreed that

- a. each educational group should have its own independent organization
- b. administrators and teachers should have separate professional organizations
- c. any professional organization should include several levels of leadership
- d. all of the above are correct
- e. none of the above is correct

1.501 At the present time, the prestige level of teachers is recognized by the general public as

- a. above that of the professional worker
- b. on a par with the professional class of workers
- c. on a par with the wage earner or laborer
- d. somewhere between wage earner and professional worker
- e. that of a glorified nursemaid or baby sitter

1.502 Secondary school teaching in the past held more prestige than elementary education because

- a. the subject matter was at a higher level of difficulty
- b. secondary teachers usually had a higher level of training
- c. pay schedules generally were higher for secondary school teaching
- d. a and c answers
- e. all of the above

1.503 As compared with other professions, the greatest lack in teaching is

- a. licensing standards
- b. training programs
- c. adequate salary scales
- d. proper social outlook
- e. professional organization

1.504 The number of teachers in the United States is approximately

- a. 200,000
- b. 500,000
- c. 1,500,000
- d. 2,600,000
- e. 5,000,000

1.505 Which of the following professions claims the largest membership?

- a. dentistry
- b. engineering
- c. law
- d. medicine
- e. teaching

1.506 The latest figures show that

- a. only engineers outnumber secondary educators
- b. teachers, as a group, number under 1,000,000

- c. secondary educators outnumber other professions
- d. lawyers outnumber public secondary teachers
- e. none of the above is correct

1.507 The film "Assignment Tomorrow" attempted in part to interpret the program of the

- a. American Federation of Teachers
- b. Future Teachers of America
- c. National Education Association
- d. National Association of Educators
- e. Association of American Educators

1.508 The most acceptable reason why a teacher should join the National Education Association and its local affiliates is that

- a. it is striving to increase teacher salaries and working conditions
- b. affiliation with N.E.A. is generally considered in promotions and salary increases
- c. it is dedicated to the establishment of professional standards and practices
- d. it is the major source of information on the teaching profession
- e. membership in N.E.A. includes a very attractive retirement scheme

1.509 Which of the following is true of teacher organizations?

- a. Their activities are more political than professional.
- b. There are separate organizations for men and women.
- c. They encompass more than 99 per cent of the teachers.
- d. They are found on local, state, and national levels.
- e. They vote consistently the same party politics.

1.510 The N.E.A. is

- a. an advisory body to the U.S. Office of Education and the White House in matters of education
- b. a research organization in the area of school enrollment and other problems affecting teachers
- c. restricted in membership to classroom teachers
- d. b and c answers only
- e. all of the above answers

1.511 The largest and most important professional organization for teachers in U.S. is the

- a. National Association for Teachers
- b. American Association for Teachers
- c. National Education Association
- d. American Federation of Teachers
- e. American Educational Fellowship

1.512 The NEA is an organization open to

- a. all in education or interested in education
- b. classroom teachers only
- c. school administrators only
- d. classroom teachers and administrators only
- e. teacher preparation personnel only

1.513 The membership of N.E.A. is today nearest

- a. 100 thousand
- b. 300 thousand
- c. 500 thousand
- d. 800 thousand
- e. one million

1.514 The National Education Association headquarters is in

- a. New York, N.Y.
- b. Los Angeles, Calif.
- c. Chicago, Ill.
- d. Denver, Colo.
- e. Washington, D.C.

1.515 The *Educational Policies Commission* is an organization of which professional group?

- a. Association of Childhood Education
- b. Department of Superintendence
- c. National Education Association
- d. U.S. Office of Education
- e. Progressive Education Association

1.516 The national organization set up for social studies teachers is

- a. M.C.S.S.
- b. N.S.S.E.
- c. N.C.S.S.
- d. N.A.S.S.P.
- e. S.S.T.A.A.

1.517 The American Federation of Teachers

- a. follows the labor policies of the AFL
- b. is affiliated with the AFL-CIO
- c. advocates striking for its just demands
- d. is a legal entity in its own right
- e. is a branch of the Office of Education

1.518 Of the American Federation of Teachers, one can *not* say that it is

- a. the most militant of the teachers' organizations in this country
- b. affiliated with the A.F.L.
- c. a large organization, second only to N.E.A. in number of teacher members
- d. open only to classroom teachers; administrators are excluded
- e. an advocate of strikes

1.519 Teacher organizations exist in

- a. most states
- b. every state
- c. only a few enlightened states
- d. only states which pay teachers well
- e. only states which pay poor salaries

1.520 The initials P.T.A. refer to what organization?

- a. Progressive Teachers Association
- b. Parent-Teachers Association
- c. Private Tutors Association
- d. Principal-Teacher Administration
- e. Private Teachers of America

1.521 An educational honorary organization whose membership is open, upon invitation, to both men and women is

- a. Phi Delta Kappa
- b. Pi Lambda Theta

- c. Kappa Delta Pi
- d. National Education Association
- e. Honorary Education Association

1.522 The code of ethics of the teacher permits him to

- a. tutor for pay a pupil in his class
- b. participate in politics outside the classroom
- c. apply for a job before its vacancy is announced
- d. discuss confidential matters as he sees fit
- e. accept fees for recommending school texts

1.523 A teacher's first duty is to his

- a. community
- b. principal
- c. students
- d. fellow-teachers
- e. subject area

1.524 A code of ethics is a

- a. set of standards of professional conduct to be accepted and followed by members of the profession
- b. statement of ideals and principles imposed upon the members of a profession by the state
- c. set of standards of professional conduct approved by the officers and distributed to the members
- d. a necessary evil for any professional group
- e. a guidepost left to individual discretion

1.525 Four of the following are clauses in the N.E.A. code of ethics. Which one is *not*?

- a. A teacher should not tutor his own pupils for pay.
- b. A teacher should not wait for a vacancy before applying for a position.
- c. A teacher should not disclose information obtained confidentially from pupils.
- d. A teacher should not use his position to promote his private political or religious beliefs.
- e. A teacher should not violate a contract he has made.

1.526 It is the teacher's obligation to

- a. bring the democratic ideal one step nearer to realization
- b. avoid associating himself with any aggressive force
- c. refrain from joining any political group
- d. actively participate in religious activities
- e. follow the morals of the community in which he teaches

1.527 According to state and/or national codes, it would *not be unethical* for teachers to

- a. promulgate private religious views in the classroom
- b. tutor members of their classes privately for pay
- c. apply for a specific position that is not vacant
- d. refuse to sign a contract which displeases them
- e. leave the job without giving proper notice

1.528 Political responsibilities make demands upon many people. Teachers should

- a. take a firm stand on political issues and support their side in any way they can
- b. refuse to take a stand



- c. accept civic responsibility, but refuse to be drawn into factional disputes
- d. never mention politics in class
- e. keep their position a secret

1.529 In which of the following would a teacher be least justified in participating?

- a. Voting on controversial issues
- b. Discussing controversial issues in the classroom
- c. Discussing controversial issues outside of class
- d. Running for office in civic elections
- e. Campaigning in class for a particular candidate

1.530 Participation in which of the following activities of the local community is in line with the professional spirit the teacher should display?

- a. Participation in citizen attempts to improve local education
- b. Active participation in local partisan politics
- c. Criticism of the local school system and its administration
- d. Active campaigning against lax law enforcement relative to gambling and vice
- e. Active campaigning against bigotry and prejudice in the local population

1.531 A survey of high school pupils indicated that generally teachers should be allowed to

- a. drink and smoke in public
- b. gamble if it is legal
- c. lead normal balanced lives
- d. have dates with students
- e. do whatever other people do

1.532 The extent of community restriction placed on the personal life of the teacher is

- a. virtually nil in all types of communities
- b. greater in metropolitan areas
- c. growing with each generation of teachers
- d. greater in rural communities
- e. independent of the size and type of community

1.533 The main argument against teacher strikes has been that

- a. teacher strikes generally have been unsuccessful
- b. salaries have risen faster than the cost of living
- c. teacher contracts should not be violated
- d. the public is sympathetic to the teacher
- e. teacher strikes are never justifiable

1.534 As teachers, we should think of our work in terms of

- a. systematic drill
- b. the mastery of subject matter
- c. hearing lessons recited
- d. child growth and development
- e. disciplining pupils

1.535 In the final analysis teaching must be thought of *mainly* as a process of

- a. directing the activities of pupils
- b. asking questions and appraising answers
- c. hearing the recitations of pupils

- d. indoctrinating pupils with adult ideas
- e. none of the above

1.536 The function of a teacher is primarily that of a

- a. service station attendant, filling students with knowledge
- b. minister, tending to the personal and spiritual needs of children
- c. guide, helping the child progress toward maximum growth
- d. director, organizing and planning worthwhile experiences for the class
- e. guardian, devoted to the preservation and the transmission of our heritage

1.537 The best statement of the position of the teacher in the classroom is that he is

- a. the chairman of the group
- b. the director of the group
- c. one member of the group
- d. the dictator of the group
- e. the umpire of the group

1.538 In teaching, if nothing has been learned, nothing has been

- a. taught
- b. studied
- c. examined
- d. assigned
- e. observed

1.539 Educators feel that the greatest challenge in teaching lies in

- a. obtaining adequate financial remuneration
- b. aiding children to grow and find themselves
- c. fostering the personal growth of the teacher
- d. obtaining security in the teaching profession
- e. reducing the number of students in the classroom

1.540 The basic function of the democratic teacher is to

- a. fit the students to the curriculum
- b. outline rules students are to obey
- c. guide students toward greater competence and self-direction
- d. locate and develop student leaders
- e. make sure that the students have learned their lessons

1.541 The function of the teacher in a democratic classroom is to

- a. allow students completely free choice without any interference or suggestion
- b. try to prevent situations from arising in which it is necessary for students to choose among alternatives
- c. tell students what are intelligent choices among various alternatives
- d. help students become more capable of making intelligent choices among increasingly significant alternatives
- e. make the choices himself so that pupils won't have to

1.542 A democratic classroom is one in which

- a. all decisions are made by the students
- b. no one is expected to do anything with which he does not agree
- c. the teacher is just one of the group with no more to say than any student
- d. no action is taken unless all the members are in full agreement
- e. teacher and pupils work cooperatively at planning for the maximum good of all

1.543 Which of the following best reflects democracy in the classroom?

- a. Allowing children to sit where they want and work with whom they please.
- b. Allowing children freedom in the observance of classroom rules and regulations.
- c. Allowing the class to decide the curricular experiences of the classroom.
- d. Allowing for maximum participation of all the students in classroom activities.
- e. Delegating administrative routines of the classroom to certain children.

1.544 The ground rules for the classroom should be established by the

- a. principal
- b. pupils
- c. pupils and teacher
- d. teacher
- e. class steering committee

1.545 The most important function of the teacher is to

- a. maintain order
- b. impart subject matter
- c. teach problem solving techniques
- d. guide pupil growth
- e. provide remedial help where needed

1.546 Which of the following duties is *least* likely to be required of all teachers?

- a. visiting the homes of pupils
- b. disciplining pupils in their care
- c. keeping a record of textbooks
- d. preparing and grading examinations
- e. planning courses and daily lessons

1.547 The *most* important task in teaching is

- a. making assignments and hearing recitations
- b. directing pupils in development of experiences
- c. scoring test papers and giving out grades
- d. making monthly reports and keeping records
- e. sponsoring extra-curricular activities

1.548 The teacher's primary responsibility lies in

- a. planning educational experiences
- b. implementing administrative policies
- c. promoting human relations with parents
- d. experimenting with teaching techniques
- e. keeping classroom records

1.549 The major responsibility of the classroom teacher is to

- a. evaluate the school's administration
- b. cooperate with other teachers
- c. transmit knowledge of subject matter
- d. lead and guide his class group
- e. discipline the pupils in his care

1.550 The teacher's responsibility with regard to standards is to

- a. set up the standards for the members of the class
- b. help children set standards for themselves individually and collectively
- c. enforce for each child the standards set by the school
- d. set a program of effective instruction and learning without regard to standards
- e. look upon the standards of the school as an ideal rather than a realistic goal

1.551 The teacher's responsibility with regard to teaching materials is to

- a. choose all teaching materials to be used in his classroom
- b. accept without question whatever materials are provided
- c. use as few materials as possible so as to save money
- d. participate in the selection, ordering, and handling of teaching materials
- e. none of the above is a correct answer

1.552 The primary duty of the classroom teacher as far as atypical or exceptional pupils are concerned is to

- a. give them treatment
- b. ignore their existence
- c. help them to adjust to the other pupils
- d. locate cases that require special attention
- e. ask that they be removed from the classroom

1.553 The newly-assigned teacher would be well advised to

- a. become a member of the classroom gang right from the start
- b. keep away from extra assignments until he has gotten off to a good start in his classroom
- c. learn to call the students by name from the very start
- d. avoid the friendship of other teachers until he can appraise the "politics" of the school
- e. avoid antagonizing students at the start through enforcement of school regulations

1.554 The first professional responsibility you must meet as a new teacher is to

- a. change the curriculum in the light of your training
- b. seek to enrich the educational philosophy of other teachers
- c. cooperate with your fellow teachers in spite of differences



- d. "hew to the line and let the chips fall where they may"
- e. ascertain and follow the procedures of your predecessor

1.555 The position taken by most teacher education institutions is that the teacher should

- a. conceal from the class his opinions on controversial subjects
- b. stay out of politics and political discussions
- c. advocate what the majority in the community believe
- d. teach what the patriotic groups in U.S. demand
- e. none of the above answers is correct

1.556 Supervision of children in the halls is the immediate responsibility of

- a. the principal
- b. all teachers
- c. only teachers assigned to hall duties
- d. special student monitors
- e. the janitor or building custodian

1.557 Responsibility for extra-class activities in most schools fall to

- a. the older and more experienced teachers in the school
- b. the great majority of all teachers
- c. a small portion of the faculty, usually the new teachers
- d. teachers whose class loads are light
- e. teachers who lack full certification

1.558 Parents expect teachers to show, above all else,

- a. fairness in evaluating their children
- b. wide knowledge in subject areas
- c. sincere interest in their children
- d. strictness in classroom discipline
- e. efficiency in classroom management

1.559 A teacher today is *least* expected to serve as

- a. a director of many class activities
- b. an able publicist of the school
- c. an encyclopedia of knowledge
- d. a committee member and consultant
- e. a skilled observer and manager

1.560 Which of the following is the teacher *not* expected to do?

- a. participate in community activities such as Red Cross
- b. give help to pupils in their personal and school problems
- c. keep pupil attendance and achievement records
- d. sponsor clubs and chaperone school affairs
- e. none of the above is a correct answer

1.561 The best way to establish rapport with your class is to

- a. demand the respect due your age and status
- b. remain aloof; be a figure of authority

- c. impress your students with your knowledge and skill
- d. be a "pal" to the pupils in your class
- e. play the role of a guide who desires to help them

1.562 The respect of the students for the teacher should stem primarily from the teacher's

- a. legal authority
- b. status as an adult
- c. power over the grades they get
- d. personal integrity and goodwill
- e. status as a parent-substitute

1.563 It is well to remember that planning for one's career

- a. is useless without objective measurement
- b. is essential to effective democratic living
- c. must await development of mature judgment
- d. is needed only by those "on the fence"
- e. none of the above is a correct answer

1.564 If one is thinking about becoming a teacher, which of the following more nearly expresses a philosophy of good planning?

- a. "Where there's a will, there's a way."
- b. "What is to be, will be."
- c. "Don't cross that bridge until you come to it."
- d. "Know yourself, then act accordingly."
- e. "Don't put all your eggs in one basket."

1.565 One should select a career in terms of

- a. values which are important to him
- b. the amount of salary he can earn
- c. the courses required for qualification
- d. the ease with which he can gain his goal
- e. social prestige which it commands

1.566 The reason most often given by men for selecting teaching as a career is

- a. economic security
- b. desire to serve society
- c. the prestige associated with it
- d. the influence of friends or parents
- e. the amount of the retirement payments

1.567 The *chief* purpose which should motivate one to become a teacher is to

- a. obtain regular income
- b. render a social service
- c. become a member of a respected profession
- d. be able to work under pleasant conditions
- e. be permitted to be one's own boss

1.568 The *most* important need for intelligent career planning is

- a. knowledge of employment opportunities and requirements
- b. knowledge of one's own strengths and weaknesses
- c. knowledge of the major occupational fields in the U.S.
- d. skill and practice in handling individuals
- e. skill and practice in making snap judgments

1.569 The *greatest* need for those who must decide whether or not they wish to teach is experience involving

- a. giving assignments and tests
- b. working directly with youngsters
- c. courses in the philosophy of education
- d. courses in their special subject field
- e. public speaking and clerical work

1.570 Generally speaking, teachers are apt to

- a. come from the lowest economic group
- b. be less religious than the average citizen
- c. be relatively conservative in their views
- d. accept radical political and economic ideas
- e. possess below average intelligence

1.571 Research has shown that the largest percentage of teachers come from homes of ..... socio-economic level.

- a. lower lower
- b. lower
- c. lower middle
- d. upper middle
- e. upper

1.572 As a group, teachers tend to be relatively

- a. pessimistic
- b. radical
- c. liberal
- d. conservative
- e. unstable

1.573 With respect to political behavior, teachers are

- a. uniformly restricted
- b. completely unpredictable
- c. probably more conscientious than others
- d. rather irresponsible
- e. probably less conscientious than others

1.574 Which is *not* true of the majority of teachers?

- a. They come from the middle class.
- b. They are above average in intelligence.
- c. They have a college degree.
- d. They are radical in political beliefs.
- e. They attend religious services.

1.575 More men than women teachers are usually found at the

- a. primary level
- b. upper elementary level
- c. junior high school level
- d. senior high school level
- e. college level

1.576 At present, approximately .....% of public elementary school teachers are college graduates.

- a. 25
- b. 33
- c. 50
- d. 75
- e. 90

1.577 The percentage of secondary teachers in the nation today who have at least a master's degree is approximately

- a. 22
- b. 33
- c. 44
- d. 66
- e. 88

1.578 Which of the following is *most* vital to teaching success?

- a. having an outside job to add to one's income
- b. having received many scholastic honors in college
- c. possessing a proper social and family background
- d. being able to speak grammatically and well
- e. possessing a sternness which commands obedience

1.579 The *most important* single factor in teaching success is the

- a. pupil's preparation
- b. teacher's personality
- c. size of the classes
- d. teacher's knowledge
- e. absence of disorder

1.580 The happiest teachers are usually those who

- a. devote their waking hours to their profession
- b. do their job with a minimum of effort
- c. like to teach, but have other interests and hobbies
- d. fight continuously to improve their working conditions
- e. never take schoolwork home to do after working hours

1.581 School children are likely to suffer the *worst* effects educationally from a teacher who

- a. is an emotionally immature individual
- b. has but a partial grasp of his subject
- c. cannot integrate his subject matter
- d. often disagrees with his immediate superior
- e. has not organized his subject logically

1.582 According to Hart's study, the most frequently mentioned reason for not liking a teacher is that he

- a. is too cross, crabby, unpleasant
- b. makes unreasonable assignments
- c. has a weak personality
- d. is unreasonable and partial
- e. doesn't know his subject

1.583 Which of the following is *not* a mark of a good teacher?

- a. knowledge of the purposes of education
- b. knowledge of the psychology of adolescents
- c. participating membership in a professional organization
- d. knowledge of major areas of the school program
- e. none of the above is a correct answer

1.584 The *most important* characteristic sought for in a teacher candidate is

- a. good hearing and 20-20 vision
- b. sympathetic understanding of pupils
- c. strong extrovert or introvert qualities



- d. very high score on self-confidence scale
- e. computational and clerical interests

1.585 In our American schools, our greatest need is for teachers with

- a. the typical, mature "teacher-type" personality
- b. different personalities and different aims
- c. strong indoctrination into American values
- d. a high level of perfection in their personal lives
- e. a better mastery of subject matter than of methods

1.586 A *prime* requisite for one who enters the teaching profession is

- a. an I.Q. of over 125
- b. public speaking ability
- c. good health
- d. outside income
- e. 20/20 vision

1.587 Of many attributes, which of the following is most vital to teaching success?

- a. a pleasant voice and correct speech
- b. the proper social background
- c. a private income to supplement salary
- d. straight A grades through college
- e. good looks and a beautiful figure

1.588 The most important teaching competency is the ability to develop in pupils

- a. consistent behavior patterns
- b. initiative in thought and action
- c. diligent application to learning subject matter
- d. homogeneity of thought and action within a group
- e. instant obedience and submission to authority

1.589 The *most serious* defect in a teacher candidate is

- a. a physical handicap of some sort
- b. a mediocre academic record
- c. poor mental health
- d. poor physical health
- e. limited knowledge of his subject

1.590 It is generally agreed that a teacher should

- a. maintain professional dignity at all times
- b. have intelligence and a keen sense of humor
- c. try to make students think they are important
- d. *a* and *b* answers only
- e. all the above answers

1.591 In his relationships with pupils, a teacher should be

- a. stern and unapproachable
- b. free and easy
- c. friendly and dignified
- d. sarcastic and critical
- e. strict and reserved

1.592 Recruitment of teachers should be directed toward

- a. getting into the profession everybody who has an interest

- b. reducing the shortage of teachers
- c. getting the best possible teaching material into the profession
- d. increasing the size of the profession
- e. relieving unemployment of teachers

1.593 The generally accepted minimum requirement for high school teaching is

- a. four years of preparation in an accredited college
- b. five years of preparation in an accredited college
- c. three years of preparation in an accredited college
- d. the same as for elementary teachers
- e. the same as for college instructors

1.594 Students who expect to be teachers need to include in their preparation definite training in mental health principles because it

- a. will help them understand the school community
- b. will be one of the subjects which they will teach
- c. will help them understand a problem they may have
- d. is one of the requirements for certification
- e. is the one sure road to teaching success

1.595 Most educators agree that

- a. the teacher's attitudes are unimportant providing he knows his subject
- b. teachers should have a working knowledge of child psychology
- c. a teacher's personality is a vital part of the classroom climate
- d. *a* and *b* answers only
- e. *b* and *c* answers only

1.596 The teacher's *general* education should include

- a. ten weeks of student teaching
- b. a major in the humanities
- c. instruction in methods of educational research
- d. courses in understanding democratic America
- e. a month of classroom observations

1.597 In order for learning to be guided most effectively, it is absolutely necessary that

- a. school buildings and equipment be up to date
- b. the school schedule contain a great variety of elective courses
- c. the school have an extensive extra-curricular program
- d. teachers know the psychological basis of pupil growth and achievement
- e. teachers use frequent drill and unannounced tests to encourage learning

1.598 Institutions engaged in the preparation of teachers have tended to establish programs which provide for

- a. general education
- b. subject matter specialization
- c. professional education
- d. *b* and *c* answers
- e. all of the above

1.599 Teacher education should *not* concern itself with

- a. attracting suitable people into the profession
- b. developing better instructional programs
- c. helping teachers to adjust to teaching demands
- d. helping teachers to find suitable placement
- e. none of the above is a correct answer

1.600 Which of the following probably needs the greatest additional emphasis in the education of public school teachers?

- a. curriculum construction
- b. cultural background
- c. instructional methods
- d. leadership in extra-class activities
- e. understanding of student dynamics

1.601 The *biggest* weakness in our teacher training programs is our failure to

- a. require enough professional courses
- b. train teachers to discipline pupils
- c. place enough emphasis on subject matter
- d. provide enough observation and experience with children
- e. provide enough training in lesson planning and testing

1.602 The *major* purpose of the internship is to

- a. give the intern opportunity to practice teaching under the direction of an experienced teacher
- b. give the directing teacher an opportunity to appraise and improve his instructional skills
- c. help principals in their selection of good teachers
- d. assist the profession in screening out the unfit
- e. permit observation of prospective teachers in a new situation for final screening

1.603 The *main* purpose of certification laws is that of

- a. eliminating political manipulation of schools
- b. prescribing minimum preparation for teachers
- c. controlling what is taught in schools
- d. restricting the membership of the profession
- e. protecting the interests of teacher-training schools

1.604 The main purpose served by teacher certification is to

- a. increase teachers' salaries
- b. secure more teachers
- c. protect children against incompetent teachers
- d. give a monopoly to the teaching profession
- e. register all teachers

1.605 A teaching certificate was *not* designed to

- a. protect its holder from unfair competition with unqualified applicants
- b. protect children against incompetent teachers
- c. improve instruction
- d. give control over teaching personnel to the state or sub-divisions thereof
- e. give teachers a job for life

1.606 Which of the following is *not* an advantage or theory underlying the certification and licensing of teachers?

- a. It insures teachers against unfair dismissal.
- b. It defines the power and right of the state to certify professional personnel.

- c. It prevents mass exodus of teachers to the state paying the highest salaries.
- d. It protects children against incompetent teachers.
- e. It protects certified teachers from unfair competition from unqualified applicants.

1.607 *All* certification laws prescribe

- a. the amount of college work required
- b. 24 semester hours of education courses
- c. 24 semester hours of social studies
- d. the ethics governing school teachers
- e. the procedures in applying for jobs

1.608 The certification requirements set by a given state generally reflect

- a. minimum requirements which may be increased as applied by the local school system
- b. maximum requirements some of which may be waived by the local school system
- c. a rigid pattern not to be deviated from within the state
- d. suggested standards from which the local school system can deviate freely
- e. the specific courses which differentiate between public and private school licenses

1.609 Certification requirements in a particular state usually provide

- a. a rigid pattern to which the entire state must conform
- b. minimum requirements which may be exceeded by the local community
- c. maximum requirements which are not affected by local action
- d. standards which may be lowered by a specific school community
- e. an opportunity for rural schools to compete successfully with urban schools

1.610 In granting a teaching certificate to an individual, first consideration should be given to the candidate's

- a. completion of prescribed college credits
- b. possession of personal and professional competencies
- c. ability to pass an appropriate examination
- d. acquaintance with certifying board members
- e. possession of a bachelor of education degree

1.611 Examinations in the subject for which the teacher candidate is to be certified are given *mainly* by the

- a. school boards of the local community
- b. regional accrediting institutions
- c. state boards of education
- d. U.S. Office of Education
- e. teacher-preparation institution

1.612 In most states, teaching certificates are granted on the basis of

- a. an acceptable score on a state-wide examination
- b. the possession of a teaching license from another state
- c. a letter of recommendation from a school principal
- d. the completion of no more than 2 years of college
- e. none of the above situations or conditions alone



1.613 Teacher certification is the jurisdiction of the

- a. local school district
- b. state department of education
- c. college from which the student gets a degree
- d. regional accrediting association
- e. Association of Colleges for Teacher Education

1.614 The authority to coordinate and supervise certification procedures belongs to the

- a. local school district
- b. state department of instruction or education
- c. state teacher's college or school of education
- d. National Education Association
- e. regional association

1.615 Teaching certificates issued by one state are

- a. honored by nearly every state of the union
- b. accepted automatically in states of the same accreditation region
- c. accepted, except for provisional certificates, in most states
- d. not valid in any state of the union
- e. rarely valid in other states of the union

1.616 A teacher certified in his present position

- a. is automatically certified to accept any position in any school within the same state
- b. is certified to take any position in any school at the same level within the state
- c. is certified to take a similar position in any school within the state
- d. cannot qualify for any teaching position outside the state
- e. is automatically qualified for a similar position in any state without further certification

1.617 Probably the most pressing need as far as teacher certification is concerned is to

- a. work out certification arrangements between states which will promote free movement of teachers
- b. work out certification arrangements which will discourage teachers from leaving their home state
- c. grant a certificate to all college graduates
- d. guarantee placement for all those holding certificates
- e. lower the requirements for obtaining certificates

1.618 The best interests of the profession would be served if

- a. teacher certification were turned over to state legislature control
- b. there were reciprocity in teacher certification among the states
- c. we assumed that it is impossible for one to change his personality
- d. we lowered the requirements for certification in all states
- e. social security were substituted for retirement systems in the states

1.619 Generally the certification requirements for private school teachers

- a. include the possession of a doctoral degree

- b. include the possession of a master's degree
- c. are the same as for public school teachers
- d. are the same as for college teachers
- e. are uniform throughout the 50 states

1.620 In the United States, the requirements for elementary and high school teachers are

- a. generally the same
- b. usually higher for elementary teachers than for secondary teachers
- c. usually lower for elementary teachers than for secondary teachers
- d. the same within an accrediting region
- e. the same where the salary is the same

1.621 The requirements for teaching in a private university are usually established by

- a. professional organizations
- b. accrediting agencies
- c. state certification laws
- d. the individual college or university
- e. associations of university professors

1.622 The requirements for teacher certification

- a. vary within each state
- b. vary from state to state
- c. involve a master's degree or equivalent in most states
- d. demand at least four years of preparation in all states
- e. are a matter of local concern only

1.623 The requirements for teaching in the elementary schools are

- a. the same in all states
- b. five years of college in 4 states
- c. high school graduation and an examination in most states
- d. a college degree in all states
- e. no more than three years of college in several states

1.624 Certification laws

- a. are uniform from state to state and city to city
- b. are uniform within college accreditation districts
- c. vary in minor detail from state to state
- d. vary considerably from state to state
- e. vary only for secondary school teaching

1.625 Which of the following best describes the present status of teacher certification in America?

- a. It is no longer possible to receive a regular certificate without a college degree.
- b. High school certification requires more education courses than elementary certification.
- c. Many districts encourage high teacher qualification through extra pay for advanced certificates.
- d. Teacher certification has eliminated bargaining for salary and working conditions.
- e. It is no longer possible for incompetent teachers to be hired in our public schools.

1.626 Teachers working on emergency certificates are more likely to be found in

- a. metropolitan areas and industrial cities
- b. northern states
- c. southern states
- d. poorer areas
- e. states with high certification requirements

1.627 Experience would indicate that as certification requirements increase

- a. the number of prospective teachers tends to decrease
- b. many experienced teachers are forced out of the profession
- c. the teaching profession becomes less attractive to young people
- d. the number entering the profession tends to increase
- e. most communities find they can lower the salary scale

1.628 The trend in teacher certification is to grant

- a. blanket teacher certificates
- b. differentiated teacher certificates in terms of specialized grade level
- c. teacher certificates in terms of subject areas of instruction
- d. only *a* and *b* answers
- e. only *b* and *c* answers

1.629 The present trend is toward the elimination of which of the following certificates?

- a. temporary certificate
- b. special fields certificate
- c. restricted certificate
- d. provisional certificate
- e. life certificate

1.630 At present, the greatest shortage of teachers at the high school level lies in the field of

- a. industrial education
- b. business education subjects
- c. mathematics and the sciences
- d. physical education
- e. English and drama

1.631 At the present time, shortage of teachers is *least* in

- a. English and social studies
- b. science and mathematics
- c. home economics
- d. women's physical education
- e. elementary education

1.632 Studies of teacher supply and demand are made regularly by

- a. Havighurst of the U. of Chicago
- b. Mary Irwin of the A. C. E.
- c. A. C. Brown of the National Teachers Union
- d. Ray C. Maul of the N. E. A.
- e. Arthur Bestor of the U. of Illinois

1.633 Generally speaking, it is most difficult to place a teacher certified in

- a. elementary teaching
- b. science and mathematics
- c. social studies and English
- d. physical education and health
- e. music and industrial arts

1.634 An increased number of secondary teachers will be needed in the next decade *mainly* because of

- a. expansion of the curriculum
- b. poor quality of present teachers
- c. service in the armed forces
- d. increased enrollments
- e. teacher resignations

1.635 The most significant factor in the current urgent need for teachers is the

- a. ever expanding curricular offerings
- b. numbers leaving teaching for other pursuits
- c. retirement and deaths among teachers
- d. increased birth rate and enrollments
- e. demand for smaller pupil-teacher ratio

1.636 The *most* important reason for the present teacher shortage is

- a. restrictions placed upon marriage
- b. long working hours required of teachers
- c. high certification requirements
- d. low salary scale
- e. disciplinary troubles

1.637 Elementary school systems have been encouraged to employ

- a. fewer men teachers
- b. all men teachers
- c. all women teachers
- d. more men teachers
- e. an equal number of each

1.638 One will find more men than women teaching in the

- a. elementary school
- b. university and college
- c. junior high school
- d. senior high school
- e. upper primary grades

1.639 Currently, subject combinations one may be requested to teach

- a. tend to follow definite patterns
- b. are designed by the university
- c. follow a chance pattern
- d. are set up by the college teacher-placement officer
- e. are set up by the regional educational association

1.640 The percentage decrease in the number of people preparing to become secondary school teachers is greatest in the field of

- a. art
- b. music
- c. mathematics



- d. science
- e. industrial arts

1.641 The usual plan for dealing with teacher shortages is to

- a. issue provisional (emergency) certificates to any reputable adult citizen to teach
- b. issue emergency certificates to applicants who have completed at least two years of college
- c. transport children to other schools
- d. have classes taught by superior high school seniors under the guidance of a directing teacher
- e. have regularly certified teachers teach two or more classes with the help of teacher-aids

1.642 Technically, the supply of teachers consists of those who

- a. are being trained as teachers in high institutions
- b. wish to get a job teaching
- c. are college graduates
- d. are certified as teachers and are seeking positions
- e. are actually seeking positions

1.643 At the present time, teacher supply is

- a. adequate on all levels
- b. ample on the elementary level
- c. inadequate on all levels
- d. adequate on the elementary level, but most inadequate on the secondary level
- e. inadequate on the elementary level, but more adequate on the secondary level

1.644 Teacher-turnover is largest in

- a. large cities
- b. rural areas
- c. elementary schools
- d. secondary schools
- e. wealthy districts

1.645 About what percentage of all public school teaching positions are vacated each year due to natural causes such as death, retirement, illness, and marriage?

- a. 2
- b. 5
- c. 10
- d. 15
- e. 20

1.646 According to available figures, the demand for teachers in the next decade will

- a. increase slightly
- b. decrease slightly
- c. remain the same
- d. increase on secondary level only
- e. skyrocket as enrollments swell

1.647 In the next 10 years the secondary school teacher should expect to find

- a. teaching jobs hard to locate
- b. a surplus of math and science teachers
- c. many job openings throughout the U.S.
- d. only elementary jobs available
- e. teaching jobs easy to obtain anywhere

1.648 If schools are to take care of increasing enrollments as well as meet the problem of death, retirement, and inadequate certification of teachers, it will be necessary for colleges to graduate . . . . thousand new teachers annually.

- a. ten
- b. fifty
- c. one hundred
- d. one hundred fifty
- e. two hundred fifty

1.649 The best method of judging the outlook for teaching is to give consideration to the

- a. trend in the rate of births
- b. number of college graduates
- c. number leaving teaching jobs
- d. number expected to retire or die
- e. none of these alone is enough

1.650 Teaching positions are secured most frequently through

- a. teachers agencies
- b. qualifying examinations
- c. political influence
- d. personal application and interview
- e. local commercial placement bureaus

1.651 Which of the following job placement practices would be most questionable?

- a. the teacher to file an application with the hiring authority
- b. the principal to request a certain teacher of the hiring agent
- c. the teacher to get a job through a school board member
- d. the teacher to join a teacher's agency for placement
- e. the teacher to contact a principal *before* applying for a job

1.652 The greatest satisfaction a good teacher has is probably

- a. social prestige
- b. financial remuneration
- c. good working conditions
- d. the progress of his pupils
- e. the appreciation of the public

1.653 The most favorable factor in teaching is the

- a. generally high salaries
- b. relatively easy work
- c. opportunity for social service and recognition
- d. short work week and lengthy vacation periods
- e. freedom from criticism and lay interference

1.654 Which of the following is *not* an attraction offered by teaching?

- a. extensive vacations
- b. constant association with youth
- c. a pension after retirement
- d. a short school day
- e. special social security benefits

**1.655 Modern educational theory regarding salaries calls for**

- a. a high school teacher to receive more pay than a grammar school teacher
- b. a university teacher to receive more money than a high school teacher
- c. a kindergarten teacher to receive less pay than any other teacher
- d. an elementary school teacher to receive more money than a junior high teacher
- e. teachers on all levels to get equal pay for equal training and experience

**1.656 Which of the following is true in regard to teachers' salaries in the various states?**

- a. Inequalities among the states are great.
- b. Inequalities among the states are small.
- c. States with low salaries are unwilling to spend adequate sums of money for education.
- d. All states are approximately equal in their ability to support educational programs.
- e. A low cost of living in some states equalizes the purchasing power of the dollar.

**1.657 Teachers' salaries are generally**

- a. determined by a fixed salary schedule based on training and experience
- b. set by state law
- c. automatically increased biennially upon recommendation of the principal
- d. determined by individual bargaining between teacher and superintendent
- e. determined by experience alone

**1.658 The best paid position in most local public school systems is that of**

- a. business manager
- b. superintendent of schools
- c. principal
- d. member of the school board
- e. counselor

**1.659 In general, teachers' salaries tend to be higher in**

- a. areas where standards for certification are low
- b. areas where standards for certification are high
- c. areas having small school enrollments
- d. areas that reject "modern" education
- e. areas having large school enrollments

**1.660 The most comprehensive and dependable source of information on teacher salaries at all levels is**

- a. the NEA Journal
- b. the NEA Research Bulletin
- c. School Life
- d. School and Society
- e. the AASA Bulletin

**1.661 Salary schedules for teachers are usually based on**

- a. training and experience of teachers
- b. number of dependents the teacher has

- c. amount of extra-curricular responsibility
- d. merit rating systems
- e. age and sex of teachers

**1.662 Which is *not* considered a valid or desirable reason for establishing a definite salary schedule?**

- a. A teacher is able to determine his potential income for several years ahead.
- b. A teacher is relieved of having to bargain for his salary.
- c. The administrator is enabled to pay a teacher as little as possible.
- d. The administrator cannot be accused of playing favorites by giving unwarranted raises.
- e. Administrators and school board members can calculate budget needs more easily.

**1.663 Before signing a contract to teach in another state, it is *most* important to understand the relationship existing between**

- a. income and the cost of living
- b. actual income and anticipated income
- c. standard of living and social obligations
- d. housing facilities and social obligations
- e. gross income and net income

**1.664 In evaluating any salary schedule, one needs to pay little, if any, attention to**

- a. minimum and maximum salary
- b. size and number of annual increments
- c. the cost of living in that area
- d. number and nature of "fringe benefits"
- e. none of the above is a correct answer

**1.665 According to present theory, which of the following need *not* be considered in evaluating a salary schedule?**

- a. provision for a minimum
- b. provision for a maximum
- c. provision for increments on the basis of experience
- d. provision for marital status and number of dependents
- e. provision for increments for additional qualifications

**1.666 A sound salary schedule would need to provide for**

- a. minimum salaries of \$2500
- b. higher salaries for males
- c. salary differentials as between elementary and secondary teachers
- d. single salary scales for all teachers of similar qualifications
- e. salary scales based upon marital status and family needs

**1.667 Which of the following appears to be the greatest single factor explaining why teacher salaries are higher in the larger cities?**

- a. greater tax base from which to raise money
- b. need to compensate for higher cost of living



- c. reluctance of teachers to teach in large cities
- d. urban insistence on better trained teachers
- e. greater shortage of teachers in large cities

1.668 According to a single salary schedule,

- a. married teachers would be paid more than single teachers
- b. secondary teachers would be paid more than elementary teachers
- c. teachers with dependents would be paid more than those without
- d. teachers specializing in certain subjects would be paid more
- e. none of these is a correct answer

1.669 Under a single salary schedule, a higher salary is paid to

- a. married teachers
- b. secondary teachers
- c. the more qualified
- d. teachers of math and science
- e. teachers in greatest demand

1.670 Single salary schedules provide for equal salary for

- a. men and women teachers doing the same work
- b. all teachers regardless of training
- c. all teachers regardless of position
- d. all teachers regardless of experience
- e. teachers of equal training and experience

1.671 Minimum salary laws for states are needed *mainly* to

- a. eliminate under-bidding for school jobs
- b. equalize salaries on a state-wide basis
- c. raise the average salary of our teachers
- d. stimulate the hiring of properly qualified teachers
- e. secure a more equitable distribution of teachers

1.672 Minimum salary schedules usually

- a. guarantee the same salary for all teachers
- b. set the maximum salary to be paid by local districts
- c. provide a floor below which no teacher can be paid
- d. provide a differentiated step system according to qualification and experience
- e. recommend certain minima but school boards are not bound by the recommendation

1.673 Teachers' salaries generally are

- a. as good as those of any other profession
- b. higher than in most professions
- c. lower than in most professions
- d. more than the average teacher deserves
- e. high enough to retain highly competent men

1.674 According to 1961 figures, the state which has the highest average for teacher salaries is

- a. California
- b. Florida
- c. Illinois
- d. Mississippi
- e. New York

1.675 So far as teachers' salaries are concerned, the national trend seems to be toward

- a. similar salaries for public school and college teachers
- b. marked differentiation between men and women teachers
- c. establishment of state maximum salary programs
- d. establishment of single salary schedules
- e. the payment of the same salary to all teachers

1.676 Which of the following is *not* a trend in teacher salaries?

- a. automatic yearly increments
- b. minimum salaries for beginners
- c. equal pay for men and women of equal training and experience
- d. single salary scale applied without regard to teaching level
- e. additional pay for advanced degrees

1.677 A number of plans for the granting of temporary leaves prevail. Which statement does *not* characterize any of these plans?

- a. A teacher may be absent for a specified number of days at the full pay or at least with part pay each year.
- b. The teacher who is never absent from school during his years of teaching experience may retire at an earlier age.
- c. The teacher provides a substitute and retains any balance between the substitute's pay and his full pay.
- d. A number of school systems permit a teacher to accumulate from one year to the next year a maximum amount of leave.
- e. None of the above is a correct answer.

1.678 Sabbatical leave pertains to

- a. automatic release of Jewish students from attendance at classes held on Saturday
- b. dismissal of certain students on their religious holidays
- c. dismissal of certain students for religious instruction during school hours
- d. unauthorized absence from class on the part of a student
- e. paid absence of a teacher from class for professional reasons

1.679 A sabbatical leave is granted usually on the basis of

- a. sickness of the teacher
- b. a willingness to improve oneself professionally
- c. death in the immediate family
- d. the observance of patriotic and religious holidays
- e. a desire for a vacation

1.680 A teacher's contract

- a. is binding and may not be broken under any circumstances except death of the teacher
- b. may be terminated only by mutual consent of the teacher and the school board
- c. may be broken by the teacher upon 60 days notice
- d. may be broken by the school board upon a 60 days notice
- e. is binding only in the case of teachers with tenure

**1.681 A teaching contract once signed**

- a. should be faithfully kept until dissolved through mutual consent
- b. may not be broken under any circumstances
- c. may be broken by the School Board with or without notification
- d. may be broken by the teacher with notification
- e. is an obligation to teach as long as the School Board stipulates

**1.682 The spring notification continuing contract law provides that**

- a. a teacher be automatically rehired for the next school year unless otherwise notified before a specified date
- b. a teacher be notified in the spring that he will be rehired for an indefinite or short time only
- c. a teacher's contract will not be continued unless certain conditions are improved
- d. the school board must notify by spring any teacher it is not rehiring in the fall
- e. the teacher must tell the school board by the spring term whether he wishes to continue to serve

**1.683 As generally used, the word *tenure* refers to**

- a. permission to take time off for travel purposes
- b. assurance of being hired strictly on a merit basis
- c. absence of discrimination in treatment of sexes
- d. differentiation in salaries as between teaching levels
- e. protection from arbitrary dismissal from the job

**1.684 In present American public education, teacher tenure is**

- a. viewed as a threat to the teaching profession
- b. generally accepted by administrators but not by the public
- c. generally accepted by administrators and public alike
- d. considered by educators as a handicap to the recruitment of competent teachers
- e. accepted by all as desirable in general, although not without its drawbacks

**1.685 Which of the following purposes is teacher tenure principally designed to promote?**

- a. Freedom from unjust dismissal
- b. Financial security in post-service retirement
- c. Freedom from discrimination in hiring practices
- d. Increased attractiveness of teaching as a career
- e. Solidarity in the teaching profession

**1.686 The *main* reason why teachers should have permanent tenure after a reasonable probation period is that it**

- a. enables the teacher to talk up to irate parents who defend their children
- b. allows the teacher to do a better job because of a feeling of security
- c. keeps the teacher on the same job a longer period of time
- d. keeps the administrator from eliminating his weak teachers

- e. enables the teacher to disregard criticisms made by the lay public

**1.687 Teacher tenure should**

- a. permit the School Board to dismiss a teacher without cause
- b. allow the principal to replace one teacher with another
- c. give the teacher job security if he is doing his work satisfactorily
- d. protect the teacher who is not fully certified in his particular field
- e. enable the teacher to escape taking exams in order to become certificated

**1.688 The chief advantage of teacher tenure laws lies in the fact that they**

- a. guarantee better salaries for teachers
- b. curb the powers of school administrators
- c. protect teachers from arbitrary dismissal
- d. make professional improvement unnecessary
- e. reduce the teacher's instructional load

**1.689 The most valid argument for teacher tenure is that it**

- a. encourages people to enter the profession
- b. forces older teachers to retire
- c. provides teachers with security in old age
- d. complements "social security"
- e. enables teachers to do a better job

**1.690 Least valid justification for teacher tenure is that it**

- a. contributes to child welfare
- b. is consistent with civil service
- c. saves time and inconvenience in hiring personnel
- d. saves teachers from worry over being discharged
- e. encourages teacher retirement

**1.691 Which of the following is *not generally* a provision of permanent tenure legislation?**

- a. a period of probationary teaching
- b. a statement of reasons for dismissal
- c. merit pay and annual increments
- d. ratings by a supervisory official
- e. public hearings and right of appeal

**1.692 The major objection raised against teacher tenure is that it**

- a. leads to a refusal on the part of superintendents to hire new teachers until they have proved themselves
- b. protects the teacher who does as little as possible and makes no attempt to improve himself
- c. often leads to a discharge of mediocre teachers in order to avoid granting them tenure
- d. removes the incentive to improve because of providing a guarantee of employment
- e. forces principals to keep teachers even though, when enrollment decreases, their services can no longer be used

**1.693 The *chief* danger or weakness in the tenure system is that it may**

- a. encourage political control of employment



- b. prevent improvement in salary schedules
- c. result in the retention of poor teachers
- d. discourage the recruiting of new teachers
- e. bring about a flood of teacher applicants

1.694 Which of the following would be considered "justifiable cause" for the dismissal of a teacher on tenure?

- a. Firm belief in antiquated theories and methods
- b. Discussion in class of controversial subjects, e.g., communism
- c. Failure to practice democracy in the classroom
- d. Refusal to submit lesson plans as requested by the principal
- e. Strict discipline and rigid classroom management

1.695 Which of the following would *not* be considered a "justifiable cause" for dismissing a teacher with tenure?

- a. incompetence
- b. immorality
- c. drunkenness
- d. holding social views contrary to those of the community
- e. refusal to turn in reports called for by the principal

1.696 Which of the following is *not* true of teacher tenure?

- a. All 50 states now have laws providing for permanent tenure.
- b. It can be justified only in terms of better teaching.
- c. Opinions differ as to the value of tenure legislation.
- d. Defects in the operation of tenure often reflect poor administrative leadership.
- e. It was brought about by partisan politics and poor administration.

1.697 Which of the following best represents the present status of teacher retirement?

- a. Less than 25% of the states have a teacher retirement program.
- b. Most local school systems have their own retirement system permitting retirement after 20 years.
- c. Most local retirement systems permit earlier retirement for men than for women teachers.
- d. Most local retirement systems impose no penalty for "early" retirement.
- e. Most retirement benefits are computed on the basis of service and salary prior to retirement.

1.698 All 50 states now have provided teachers legally with

- a. sabbatical leaves
- b. retirement systems
- c. minimum salary schedules
- d. automatic annual increments
- e. continuing contracts

1.699 A joint-contributory teacher retirement plan is one in which

- a. both teachers and principals contribute
- b. the teacher contributes a certain percentage of his salary and the federal government matches these funds

- c. the teacher contributes a certain percentage of his salary and the local school system or the state adds to the amount
- d. the cost of the plan is borne by the state and the district jointly
- e. none of the above is a correct answer

1.700 The amount of benefit a teacher can expect to receive on retirement is largely determined on the basis of the

- a. number of years he has taught
- b. age of the teacher
- c. health of the teacher
- d. number of dependents he has
- e. grade level on which he taught

1.701 When a teacher moves from one school to another, what can he do about his accumulated retirement benefits?

- a. He loses his benefits and must start over again in the new school.
- b. He can transfer his benefits only if he remains within the same school system.
- c. He keeps his retirement benefits if he remains in a public school within the same state.
- d. He can apply for as many partial pensions as he has accumulated by the time of his retirement.
- e. None of the above is a correct answer.

1.702 If the death of a teacher occurs before retirement, the amount of retirement money due would be paid to the

- a. hiring corporation or district
- b. beneficiary named by the teacher
- c. state treasury, since the state had contributed much of the money
- d. state retirement fund, to be used to help support retired teachers
- e. company furnishing the insurance

1.703 If a teacher transfers from one state to another, he will probably

- a. be able to transfer most or all retirement benefits he has accumulated
- b. gain in retirement benefits by the transfer if his salary is increased
- c. lose much of the retirement benefits he has accumulated
- d. experience no change in regard to retirement benefits
- e. continue to build retirement benefits in the original state

1.704 Which of the following is *not* true of most teacher retirement systems?

- a. Teachers contribute to the system out of their salaries.
- b. Teachers can transfer the fund intact to another state.
- c. A formula is used to compute retirement payments.
- d. The amount of the payment is related to years of service.
- e. The state contributes to the retirement fund.

1.705 Retirement legislation is important mostly because it

- a. offers a teacher security for later years
- b. forces older teachers to retire at age 65
- c. compels the state to contribute to teacher welfare
- d. encourages young people to enter the profession
- e. provides a means of dismissing unwanted teachers

1.706 The official organ of the U.S. Office of Education is

- a. School and Society
- b. School Life
- c. The Nation's Schools
- d. The Educator
- e. School News

1.707 In-service teacher education refers to

- a. student or practice teaching
- b. teaching in the armed services
- c. private teaching or tutoring
- d. on-the-job study after entrance into the profession
- e. on-the-job apprenticeship as part of the internship

1.708 The *chief* aim in in-service education of teachers is

- a. teacher tenure
- b. salary increases
- c. improvement of certification laws
- d. teacher growth and development
- e. elimination of discipline problems

1.709 The primary function of an in-service education program is to

- a. carry on studies of disciplinary cases
- b. coordinate the administration of the school
- c. eliminate problem situations which occur
- d. promote teacher growth and development
- e. promote teacher tenure and salary increases

1.710 Which of the following is *not* a provision whereby teachers may continue to grow professionally while in service?

- a. Supervision

- b. Conferences and workshops
- c. Travel
- d. Sabbatical leave
- e. None of the above is correct

1.711 The most recent method of combining the resources of the pre-service and in-service agencies in teacher education is that of

- a. supervision
- b. teachers' institutes
- c. summer study
- d. travel
- e. workshops

1.712 Which of the following is *most* questionable as a principle governing in-service education?

- a. It should contribute to the professional growth of the teacher.
- b. It should consist of an organized, uniform program for all.
- c. It should lead to a sense of group responsibility for the school.
- d. It should provide the teacher with a chance to secure credits toward a degree.
- e. It should include travel as well as professional meetings and study.

1.713 In the final analysis, the betterment of elementary education depends mostly upon

- a. teacher improvement
- b. student improvement
- c. revising the elementary curriculum
- d. selling elementary education to the public
- e. none of the above

1.714 Possibilities of individual improvement for the teacher are *least* in

- a. understanding the behavior of boys and girls
- b. social competence
- c. intellectual ability
- d. reading skills and habits
- e. mastery of the subject matter one is teaching

## H. Teaching Procedures

General procedures

Techniques, devices, aids and activities

Planning — course, unit, and lesson planning

Class management, control and discipline

Teaching method applied to certain subjects

Evaluation, testing and reporting progress

1.715 Too much emphasis in teaching in the past has been placed upon

- a. leading discussions
- b. counseling students
- c. hearing recitations
- d. planning experiences
- e. none of the above

1.716 The most important element in instruction is the

- a. variety of instructional materials used
- b. teaching techniques used
- c. subject matter covered
- d. relationship between teacher and student
- e. evaluation of learning



1.717 The best statement concerning democratic education is that

- a. children must be taught democracy
- b. children need to practice democracy
- c. children must be told that democracy is best
- d. children should not be taught the shortcomings of democracy
- e. children should be taught that dictatorships have no advantages

1.718 In teaching in the secondary school,

- a. all propaganda should be eliminated from the social studies class
- b. the unit system should be employed very infrequently if at all
- c. techniques, tests, and assignments should reflect well-understood objectives
- d. study periods should be eliminated in favor of home assignments
- e. none of the above is a correct answer

1.719 According to information presently available, the best teaching, in terms of individual growth and development, is being done on the

- a. graduate school level
- b. university level
- c. high school level
- d. junior high school level
- e. elementary school level

1.720 Probably the most important thing for the beginning teacher to do on the opening day of class is to

- a. work out all the administrative details in advance so as to get off to a good start
- b. show the students that discipline will be enforced
- c. present an interesting preview of the work of the year
- d. start students immediately working on their first assignment
- e. get students acquainted with each other and with desirable social procedures

1.721 In preparing for an incoming class of students, the homeroom teacher would probably do best to

- a. give a quiz on the previous year's work
- b. concentrate on the preparation of his lesson rather than on the pupils
- c. keep advance preparation to a minimum but be ready to improvise as the need arises
- d. go over the cumulative record of each child
- e. use all the period to have teacher and pupils get acquainted with each other

1.722 Which of the following is *not* classified as one of the procedures to be found in the modern elementary school?

- a. emphasis on reading readiness
- b. utilization of several books
- c. experience reading from pupil-made stories
- d. alphabet used in beginning reading
- e. spelling made a part of all written work

1.723 What is the *basic* reason for studying the individual pupil?

- a. To help develop his potentialities and strengthen his weaknesses
- b. To find out what he has learned, hence start instruction at that point
- c. To place him homogeneously, hence facilitate educational administration
- d. To keep up to date in respect to educational theory and practice
- e. To make possible a more efficient democratic indoctrination

1.724 When a controversial issue arises unexpectedly in a class in current events, the teacher should

- a. politely switch the discussion to another topic
- b. present the accepted view on the problem and have the class return to the previous discussion topic
- c. explore the main issues of the problem with the students and schedule a later discussion of the topic
- d. postpone any comment until clearance for the discussion has been obtained from the principal
- e. have the pupils debate the issue then and there

1.725 With respect to the teaching of controversial topics in the classroom, it is generally agreed that a teacher should

- a. have freedom to express his views providing they are stated as opinions
- b. permit pupils to express their views but should refrain from stating his own
- c. avoid controversial issues wherever it is possible to do so
- d. simply present the accepted view without further comment
- e. always clear with his principal before discussing such issues

1.726 Most educational philosophers are in agreement that controversial issues

- a. should be discussed openly in public schools
- b. should be handled cautiously, if at all
- c. are best omitted from class discussion
- d. should be discussed by students without participation by the teacher
- e. are matters to be handled the way the local community dictates

1.727 The role of the teacher respecting indoctrination is to

- a. indoctrinate for democracy and against totalitarianism
- b. indoctrinate for democracy only
- c. indoctrinate against dictators only
- d. refrain from indoctrination—political or other variety
- e. refrain from indoctrination only on a secondary level

1.728 The film, "The Broader Concept of Method", emphasizes the fact that learning is most efficient when

- a. the teacher has done careful, detailed pre-planning of a unit
- b. the teacher maintains a high standard of pupil performance
- c. pupils are closely and constantly supervised in all their work
- d. pupils become involved in a real, meaningful experience
- e. pupils are given the right kind of reviewing and drill

1.729 In order to make an activity a good learning procedure, there must always be

- a. drill work
- b. a test
- c. a real educative purpose
- d. teacher-impelled learning
- e. enjoyment

1.730 Which of the following emphases is *least* in accord with good instructional practice?

- a. Emphasis upon the experience approach
- b. Emphasis upon appropriate goals
- c. Emphasis on the subject matter approach
- d. Emphasis upon the pupil's experience background
- e. Emphasis upon tangible rewards and punishments

1.731 A unit of study should be considered mainly from the standpoint of

- a. procedures and techniques
- b. objectives and outcomes
- c. activities and projects
- d. things to be constructed
- e. errors to be avoided

1.732 Learning takes place *best* when

- a. teachers lecture and test learning at frequent intervals
- b. children receive passively the cultural patterns of their civilization
- c. children actively meet cultural and educational problems in everyday life
- d. pupils are called upon to recite after preparing daily textbook assignments
- e. teachers test the student's learning each classroom period

1.733 If a teacher makes a mistake in class, he should

- a. admit it
- b. offer an alibi
- c. forget it
- d. ignore it
- e. bluff his way

1.734 The present consensus is that the unit method of teaching in high school

- a. is adaptable to only a limited number of fields of study
- b. is more adapted to younger children of the elementary school
- c. can be effective only if directed closely by the teacher

- d. is effective only when it involves pupil-teacher planning
- e. answers c and d are correct

1.735 The "whole" approach to teaching is recommended principally because

- a. it saves daily planning by the teacher
- b. it permits certain aspects to be stressed
- c. it gives meaningful direction to the learning
- d. it permits more comprehensive testing
- e. it permits the use of a variety of procedures

1.736 "Functionalism" in classroom teaching demands that the learning product be

- a. developed through "group process"
- b. arrived at by other than mere rote memory
- c. of promise in meeting present or future needs
- d. used immediately
- e. used in the near future

1.737 Among the benefits to the individual arising from group work should be mentioned that

- a. he learns to get along with others and develops a group spirit
- b. he learns the importance of individual contribution to the attainment of goals
- c. it gives him a clearer understanding of the problem because of the group discussion
- d. it strengthens cooperation and minimizes the evils of competition
- e. all of the above are correct answers

1.738 In working with small groups within the classroom, it is *undesirable* practice for the teacher to

- a. send students to the library for needed information
- b. do clerical tasks or rest while the groups are working
- c. interrupt class activity when it is necessary to show pupils how to study
- d. have a pupil observer in each group to evaluate the work of its members
- e. insist upon occasional progress reports from each group

1.739 The procedures to be used in the whole class group would *differ basically* from those used in small groups in respect to the need for

- a. identifying and defining the problem
- b. providing for individual differences among the pupils
- c. frequently evaluating the learning process and product
- d. giving consideration to group dynamics
- e. none of the above is a correct answer

1.740 If we realized the sterility of much of our current academic procedure, we would probably recommend

- a. more drill in those areas where weakness exists
- b. effective methods of group work in the classroom
- c. rigid disciplinary controls for the classroom
- d. effective methods for interclass competition
- e. substitution of homework for study periods



1.741 It is a basic assumption behind group learning that

- a. individualism in education needs de-emphasis
- b. competition has no place in modern education
- c. homogeneous grouping is the key to democratic education
- d. education is a process of reciting what one has learned
- e. students are influenced greatly by their peer group

1.742 Among the needs faced in group learning should be mentioned that of

- a. achieving group consensus
- b. distributing the tasks equally
- c. discouraging opinion-seekers
- d. isolating "blockers" from the group
- e. separating leaders from followers

1.743 The amount and type of homework to be assigned by the teacher should be determined by

- a. a vote of pupils and parents
- b. the difficulty of the subject
- c. the contribution which the homework can make to desired learnings
- d. the length of the class period
- e. the amount of time needed to cover the content of the course

1.744 In a class using the problem-solving approach to learning, regular, uniform assignment of homework to pupils would be of

- a. great value to most pupils
- b. little value to most pupils
- c. value to slow learners only
- d. value to gifted learners only
- e. no value at all

1.745 Homework assignments which are long and difficult usually

- a. stimulate discussion and encourage better work
- b. discourage pupils and cause disciplinary problems
- c. motivate the teacher and pupils to work harder
- d. eliminate disciplinary problems by keeping pupils out of mischief
- e. encourage parents to take courses which will aid their children

1.746 The modern school emphasizes

- a. formal recitation
- b. mental discipline
- c. accumulation of knowledge
- d. problem-solving situations
- e. none of the above

1.747 The most effective method to deepen the understanding of the relationship and concepts which have been learned is a (an)

- a. drill
- b. re-reading
- c. recitation
- d. examination
- e. review

1.748 The drilling of facts

- a. has no place in the modern school curriculum
- b. is valuable if used for a certain purpose
- c. should be used extensively in every classroom
- d. should be employed only as a last resort
- e. provides an excellent rest period for the teacher

1.749 The present consensus concerning the use of drill in the modern school is that

- a. it is useful only when an automatic response is necessary
- b. it has no place in today's educational institution
- c. it is useful in the clarification of understandings
- d. it is useful only in reviewing material covered
- e. it should be used whenever a test is scheduled

1.750 Drill, i.e., the intensive repetition of elements in order to ensure swift and accurate response,

- a. has a valid place in establishing associations in areas of knowledge needed by the student
- b. can be used effectively in any learning situation
- c. is useful only in teaching spelling and arithmetic
- d. has been abandoned by modern educators as a useless and meaningless technique
- e. should be restricted to developing skill learnings

1.751 In a modern school the learning of skills normally takes place

- a. when the skills are needed
- b. according to a set program
- c. as planned in state-adopted texts
- d. according to the parents' wishes
- e. when the pupil asks for them

1.752 The lecture is most useful as a technique in the secondary school in

- a. teaching social studies
- b. giving instructions
- c. reviewing what has been read in the textbook
- d. getting ready for an examination
- e. supplying information not otherwise available

1.753 Concerning the lecture technique, the consensus is that the lecture

- a. has no place in teaching today
- b. is a good way to insure learning
- c. has a motivational function
- d. functions best when used alone
- e. should be used exclusively

1.754 The lecture method would be most appropriate when used to

- a. hold the attention of an unruly class
- b. develop interest and supplement the text
- c. ensure complete coverage of material
- d. teach factual subjects
- e. teach controversial topics

1.755 Modern educators would favor least, as an instructional method in high school, the

- a. individual assignment
- b. lecture technique
- c. project technique
- d. socialized discussion
- e. small group technique

1.756 Which of the following is *not* a legitimate criticism or limitation of the lecture technique?

- a. The instructor derives the greatest benefit from its use.
- b. There is a real danger of indoctrination in its use.
- c. Pupil passivity is contrary to the theory of learning.
- d. There is no place for its use in teaching the unit.
- e. It should be followed by pupil questions or discussion.

1.757 The buzz group is best used when

- a. a controversial issue needs clarification
- b. participation of members is unimportant
- c. quick solutions to school problems are needed
- d. training of the members is of greater importance than the solution to be obtained
- e. the class has not prepared the lesson which was previously assigned as homework

1.758 The *most* important requisite for an effective socialized discussion is

- a. neutrality on the part of the chairman
- b. participation by all members of the class
- c. discussion of all the issues of the subject
- d. enforcement of parliamentary procedure
- e. preparation on the part of the students

1.759 The *main* responsibility of the discussion leader is to

- a. summarize the discussion
- b. point out the basic issues
- c. direct the discussion among the participants
- d. reconcile differences of opinion among pupils
- e. answer questions pupils ask

1.760 Which of the following personal characteristics of a discussion leader is *most* crucial to his effectiveness?

- a. Detachment from the subject under discussion.
- b. Foresight into the direction in which the discussion is likely to go.
- c. Verbal fluency in expressing his own point of view.
- d. A charming manner that enables him to win people over to his point of view.
- e. An ability to direct the group toward the real issues of the discussion.

1.761 Discussion is least appropriate in dealing with a problem that

- a. has only one plausible solution or answer
- b. has various facets to consider and evaluate
- c. revolves around social values
- d. calls for clear thinking and crucial decisions
- e. calls for rather prompt answers

1.762 Of the following, the most effective method of stimulating interesting discussions in the classroom is for the teacher to

- a. overview the essential aspects of the topic
- b. encourage students to investigate varied sources
- c. act as discussion leader in order to equalize student contribution

- d. outline the basic procedures and the direction in which the discussion is to be conducted
- e. encourage spontaneous discussion rather than stifling interest by requiring advance preparation

1.763 In conducting a socialized discussion, the teacher would do well to

- a. discourage pupils from directing ideas to each other
- b. put the subject and the issues on the board
- c. give a student leader full responsibility for handling the discussion
- d. permit the discussion to move wherever pupil interest dictates
- e. none of the above is a correct answer

1.764 In most secondary school classrooms the greatest restriction on flexibility of procedure is

- a. lack of space
- b. administrative regulations
- c. inadequacy of materials
- d. immovable furniture
- e. public apathy

1.765 Effective teaching is *least* frequently characterized by

- a. discussion procedures
- b. homework assignments
- c. an atmosphere which stimulates problem-solving
- d. the use of a wide diversity of teaching materials
- e. recitation of lessons

1.766 If pupil reports are to be most effective educationally, the teacher will need to

- a. avoid giving the pupil help except in locating the information
- b. give the pupil help in presenting but *not* in preparing the report
- c. see that pupils know the purposes of giving reports
- d. see that the report includes no topic discussed in the text
- e. none of the above is a correct answer

1.767 In handling pupil reports, the teacher should

- a. give the pupil help in preparing but not in presenting the report
- b. insist that the oral reports be given properly, not merely read
- c. tell the students what notes should be taken
- d. permit no criticism of the speaker by the class
- e. overlook errors in grammar and pronunciation

1.768 Which of the following teaching procedures would tend to be least acceptable in high school?

- a. panel discussions
- b. individual recitations
- c. student reports
- d. supervised study
- e. committee work



1.769 Modern educators object to extensive use of the recitation method of teaching in high schools because it

- a. is based on the theory that learning is a process of integrating ideas
- b. tends to fixate errors
- c. degenerates into memorization of facts apart from their meaning
- d. puts too little of the responsibility for the learning upon the teacher
- e. is an antiquated method

1.770 In the question-answer technique, it is advisable to

- a. use the words or phrases in the textbook
- b. call on the pupil before asking the question
- c. ask pupils to formulate their own questions
- d. rely solely on volunteers to answer the questions
- e. do none of the above

1.771 Teaching techniques in recent years have witnessed the decline in the use of

- a. audio-visual aids
- b. individual and group projects
- c. panel discussions
- d. lesson-hearing or recitations
- e. individual reports

1.772 Supervised study periods at the end of each class are generally recommended as a means of giving the

- a. teacher free time to prepare for his next class
- b. teacher time to correct test papers and homework
- c. student a chance to complete his assigned homework
- d. teacher a chance to help pupils develop good study habits
- e. teacher a chance to handle administrative routines

1.773 In view of the reality of the situation, the most adequate procedure for handling the problem of individual differences in high school is that of

- a. making uniform assignments but grading with different degrees of leniency
- b. making individualized assignments based on student interest and ability
- c. pitching assignments at the level of the rapid learner and giving individual help to the slow child
- d. giving all assignments as homework so that the child who needs help can get it at home
- e. making a list of potential assignments and allowing each student to make his own choice

1.774 The strongest argument against the claim by traditional teachers that page-by-page assignments cover the ground more systematically is that

- a. it places equal emphasis upon trivial and important aspects
- b. organization lies in the learner and not in the material

- c. coverage of material is not synonymous with learning it
- d. the rigidity of such an approach precludes good teaching
- e. such an approach is methodical but slow compared to others

1.775 The approach to teaching most likely to result in success in learning is the technique that

- a. gives the students the greatest amount of freedom in decision making
- b. requires them to do the greatest amount of work
- c. follows out of the nature of the subject, the class, and the objectives
- d. is most adapted to the teacher's personality and previous teaching experience
- e. involves the students in the most active participation

1.776 Which of the following is *least* effective as a means of dealing with individual differences in the classroom?

- a. ability grouping
- b. the lecture method
- c. small group method
- d. the unit method
- e. differential assignments

1.777 Generally, the least effective teaching technique is

- a. panel discussion and review
- b. problem solving
- c. class recitation
- d. class discussion
- e. role playing and small group work

1.778 The general consensus among modern educators concerning exhibiting samples of pupils' work on the bulletin board is that it is

- a. a poor educational practice, promoting both pride and resentment
- b. a poor educational practice, giving honor to those who do the least to deserve it
- c. an excellent practice, arousing interest in quality and excellence
- d. of unknown value to the students but usually of value in setting standards for the school
- e. a practice that is potentially good and potentially bad depending on the way it is handled

1.779 In using the bulletin board, it is advisable to

- a. make a permanent committee responsible for preparing and caring for it
- b. discuss its content before it is taken down
- c. put up a fresh display every other day
- d. show several different themes in the same display
- e. make all the letters readable across the room

1.780 Which of the following are classified under audio-visual or visual aids?

- a. Sound motion pictures and television
- b. Pictures, drawings, and diagrams
- c. Radio, phonograph records and slides
- d. Tape recordings, maps, and cartoons
- e. All of the above are correct

1.781 Audio-visual aids should be considered by the teachers as a

- a. substitute for traditional teaching
- b. pleasant change from classroom routine
- c. supplement to other devices for teaching
- d. device which saves teacher preparation
- e. solution to the problem of teacher shortage

1.782 Television is considered by educators chiefly as an instrument that is

- a. valuable to the classroom as a teaching aid
- b. an actual hindrance to the classroom as a teaching aid
- c. of no value to the classroom as a teaching aid
- d. valuable to the classroom as a source of entertainment
- e. valuable only incidentally in the classroom

1.783 When inviting a resource person from the community to contribute to a class unit, it is unwise to

- a. present him with a list of the points you want him to emphasize
- b. have him submit to you a rough draft of his talk
- c. ask him to prepare a talk which will take up the entire class period
- d. investigate carefully his ability as a speaker before asking him
- e. preview his talk and go over the highlights before he comes

1.784 The best single teaching aid or procedure that may be used to supplement the textbook is

- a. the movie projector
- b. homework
- c. the activity period
- d. the library
- e. the bulletin board

1.785 The teacher's main purpose in using textbooks should be to

- a. provide a foundation around which to center the teaching
- b. help students understand facts presented in written form
- c. help the students raise their reading level
- d. reduce the amount of lecturing by the teacher
- e. make sure the students learn the right things

1.786 Special projects for outside investigation should be assigned to pupils on the basis of the

- a. pupils' desire to raise their grades
- b. parents' requests for projects
- c. rotation of responsibility within the class
- d. pupils' interests and needs
- e. teacher's need to keep all the pupils busy

1.787 Pupil participation is considered superior to lecture-recitation procedures mainly because of the

- a. number of facts students learn
- b. amount of work students do
- c. quality of the learning derived from such activity

- d. amount of teacher-ingenuity and preparation required
- e. superior scores made on tests

1.788 In handling field trips the teacher should remember that

- a. the element of surprise is very important in planning the trip
- b. frequent check-ups on attendance are a waste of time
- c. the students should be encouraged to provide their own transportation
- d. he can be freed from legal responsibility by getting the parent's permission for the trip
- e. field trips can be justified only in terms of desirable educational aims

1.789 It is generally conceded that planning

- a. is good pedagogy but not necessary to effective teaching
- b. is the responsibility of the pupils, not the teacher
- c. is the responsibility of the teacher, not the pupils
- d. needs to be done by both teacher and pupils
- e. refers not to course content but to units

1.790 Which of the following statements is most questionable in regard to teacher-pupil planning?

- a. The pupil-teacher planning technique is equally adaptable to any course once the class learns to cooperate in the activity.
- b. Poorly executed projects done by the pupils may be more educatively beneficial than a perfectly executed one done under close teacher supervision.
- c. Students must be allowed maximum freedom in doing what they want to do.
- d. Students need to know just what is within their jurisdiction and what is not.
- e. The students may learn considerable even from planning which resulted in a failure.

1.791 Teacher-pupil planning implies that pupils determine mainly the

- a. areas to be studied
- b. goals to be reached
- c. over-all curriculum plans but not the specific details
- d. activities by which they can reach the goals
- e. evaluative aspects after the lessons are conducted

1.792 The most important feature of cooperative teacher-pupil planning is that it

- a. gives the students carefully delimited choices of action
- b. limits the teacher's role to that of umpiring disputes
- c. puts all classroom action on a democratic basis by voting on all proposed steps
- d. relieves the teacher of meticulous planning, so allows him to handle larger classes
- e. is directed by student desires and thus is independent of curricular requirements



1.793 In planning educational activities, important consideration should *not* be given to

- a. what the pupils already know
- b. differences in pupil interests and abilities
- c. provisions for recognizing progress made
- d. time available for meeting requirements
- e. all of the above

1.794 The best approach for the beginning teacher to plan units of work is to

- a. develop each unit plan as he goes along
- b. develop a master plan which he can use over and over for all other units
- c. follow the plan outlined in the teacher's manual
- d. let the students do the planning according to their particular interests
- e. follow closely the organization of the textbook

1.795 The first step in virtually all instructional planning should be

- a. planning units of work
- b. making detailed daily plans
- c. determining major purposes
- d. planning the overall organization of instruction
- e. checking the availability of resource materials

1.796 Which of the following phases of instructional planning comes last in chronological order?

- a. Making detailed daily lesson plans
- b. Planning large units of work
- c. Planning the overall organization of instruction
- d. Determining purposes for learning
- e. Checking the availability of resource materials

1.797 The greatest drawback to the use of teacher-pupil cooperative planning is that it

- a. creates pupil-teacher clashes over the choice of units
- b. takes great ingenuity and skill on the part of the teacher
- c. invariably leads to the choice of poor learning experiences
- d. places the teacher in a position of secondary importance
- e. places coverage of the material on a problematical basis

1.798 The unit is best described as a

- a. plan of instruction focused on a significant learning area
- b. sequence of logically arranged knowledge
- c. plan for developing some subject matter
- d. systematic means of ensuring the coverage of a subject
- e. chronological organization of concepts

1.799 What is a unit?

- a. A detailed lesson plan for use by the teacher.
- b. An organized body of content and objectives.
- c. A plan designed for the use of children.
- d. A series of related lesson plans for use in a particular subject.

- e. A series of learning activities organized to achieve stated goals.

1.800 A teacher's unit plan is to the unit completed by the children as a

- a. cookbook is to a recipe
- b. road map is to the complete trip
- c. textbook is to a chapter
- d. bibliography is to a book
- e. librarian is to an encyclopedia

1.801 Which of the following is *not* true of a teaching unit?

- a. It promotes teacher security.
- b. It provides direction for class activity.
- c. It contains methods of evaluating learnings.
- d. It centers around one big idea.
- e. It contains procedures to be used.

1.802 The teacher's instructional plan for a new unit should involve

- a. a rough outline only, the rest to be developed by the teacher as he goes along
- b. tentative plans only, the rest to be developed by the pupils
- c. the complete details as devised by the teacher in advance
- d. tentative plans only, the rest to be developed by the teacher and pupils working together
- e. nothing more than the title and time limit of the unit

1.803 In planning a unit, the

- a. objectives should be independent of an analysis of the problem
- b. activities should never be left to the pupils to devise
- c. evaluation element makes testing imperative
- d. use of a pretest is a waste of valuable time
- e. activities, techniques, and resources should help solve the problem

1.804 The unit plan of instruction is best centered upon

- a. a logical topic or division of knowledge
- b. a segment of learning significant to the class
- c. a sequential treatment of academic materials
- d. a chapter approach to well-knit subject matter
- e. a problem considered significant by the class

1.805 In planning a unit or a lesson, the teacher should be concerned principally with the

- a. prescribed textbook
- b. curriculum guide
- c. interests of the class
- d. skills he possesses
- e. community resources

1.806 A good unit need *not*

- a. provide for individual differences in learners
- b. be capable of coverage in a week's work
- c. be derived from a central aim or problem
- d. facilitate the attainment of course objectives
- e. be appropriate for the maturity of the learner

1.807 In planning a unit of learning, the teacher could *ignore* which of the following statements without serious damage to the learning situation?

- a. The unit should provide for individual differences among learners.
- b. The plan should be flexible enough to provide for pupil interests which develop.
- c. The plan should provide for frequent evaluation of the unit by pupils and teacher.
- d. The unit should follow closely the content of the textbook in the course.
- e. The procedures and activities should be keyed to the attainment of the objectives.

1.808 Which of the following is most questionable as a characteristic of good modern planning?

- a. Freedom on the part of students to decide what unit they will undertake.
- b. Adaptation of educational objectives to the interests and needs of the class.
- c. Pupil-teacher cooperation in deciding how educational goals can best be reached.
- d. Detailed planning for both subject matter and procedures in advance of the lesson.
- e. Teacher surrender of his active decision-making role in the classroom.

1.809 It is *most* essential in unit construction to

- a. set a definite time limit and stick to it
- b. put the problem in the form of a question
- c. select subject content solely from the text
- d. include suggested activities for pupils to do
- e. have all procedures focus upon objectives

1.810 The first step in building most units is

- a. planning the objectives
- b. planning the activities
- c. evaluating the unit
- d. "selling" it to the class
- e. developing the unit

1.811 In bringing a unit to a close, it is an *undesirable* practice to

- a. substitute integrating activities for formal drill
- b. ask students to construct test items for the unit
- c. go over in class the questions to be asked on the test
- d. have the students outline the unit with books open
- e. allow pupils to put on plays, exhibits and such

1.812 Which of the following has *little, if any*, value in developing a general picture of the unit?

- a. An analysis of the title of the unit
- b. A consideration of the aim of the unit
- c. A discussion of the scope and limits of the unit
- d. The use of such devices as maps, charts, or globes
- e. None of the above is a correct answer

1.813 The teaching procedure most effective for introducing a unit or covering a large amount of material quickly is

- a. the lecture method
- b. directed discussion
- c. the demonstration
- d. small group work
- e. the buzz session

1.814 Resource units are ordinarily prepared by

- a. the curriculum assistant or coordinator
- b. textbook publishers
- c. groups of teachers
- d. pupils and teachers
- e. the librarian and curriculum assistant

1.815 A resource unit should, among other purposes, serve

- a. as an outline of the course for the year
- b. as a requirement to be met by all teachers
- c. as a description of best practices in teaching
- d. as a substitute for planning by the teacher
- e. none of the above is a correct answer

1.816 The daily lesson plan should always

- a. be an attack upon a definite aspect of the unit problem
- b. be carried out exactly as planned
- c. place a time limit on each procedure
- d. provide for some type of recitation
- e. describe fully the questions to be used by the teacher

1.817 Lesson plans are useful to the teacher primarily because they

- a. outline immediate teaching objectives
- b. save having to plan the same lesson each year
- c. form a foundation for devising the examination
- d. save time and effort in teacher planning
- e. permit easy and objective supervision

1.818 The most important aspect of the daily lesson plan is the

- a. subject matter content
- b. references cited
- c. objectives
- d. steps of the evaluation
- e. assignment

1.819 Daily lesson plans should cover

- a. only the specific steps to be followed
- b. only the listing of the objectives to be attained
- c. the objectives to be attained and the general procedures through which these are to be attained
- d. the complete lesson even to the details of procedure, excluding only the content
- e. the objectives, pupil activities to attain them, sources of help, and the means of evaluating results

1.820 Which of the following is *not* a basic component of a daily lesson plan?

- a. objectives
- b. assignment



- c. evaluation
- d. activities
- e. time limits

1.821 The best lesson plans are generally those

- a. used by the teacher year after year
- b. prepared by the department for all teachers
- c. developed by the teacher and pupils working cooperatively
- d. developed by the pupils working in committees
- e. prepared by experts for a workbook to accompany a textbook

1.822 Which of the following is most basic in determining the effectiveness of a given lesson?

- a. The appropriateness of the audio-visual aids used
- b. The adequacy of the teacher's presentation of the topic
- c. The classroom atmosphere and the behavior of the pupils
- d. The logical organization of the subject matter
- e. The degree of pupil involvement in the learning activity

1.823 Which of the following would be *least* necessary as a regular part of each day's lesson?

- a. Allot a definite time for each activity
- b. Make known the objective of the day
- c. See that the class understands plans for the next day
- d. See that the class studies the last fifteen minutes
- e. Plan for more activities than the class time will permit

1.824 In planning early lessons, the beginning teacher should

- a. strive for complete mastery of the subject matter
- b. select subject matter that has appeal to the class
- c. lecture only, thus giving the class no opportunity to develop horseplay
- d. stress facts that can be measured so that class shortcomings can be seen
- e. begin with a rigid schedule in order to give the class system and order

1.825 Which of the following ways of seating a class is most acceptable?

- a. Seating students according to their own personal choices
- b. Seating boys on one side of the room, girls on the other
- c. Seating students in ability "blocks", e.g., all the best in one row
- d. Assigning seats according to docility, e.g., troublemakers in front
- e. Assigning seats at random with names taken from a hat

1.826 Which of the following would *not* be a very good use of a seating chart?

- a. To assist in attendance taking
- b. To facilitate getting acquainted with the students
- c. To discourage classroom misbehavior
- d. To provide anonymity to students in essay tests
- e. To assign students to study or discussion groups

1.827 The teacher who wants a good class atmosphere should

- a. maintain strict discipline
- b. let pupils make all the decisions
- c. provide students with challenging educational experiences
- d. give frequent tests and quizzes
- e. set up strict rules and enforce them impartially

1.828 The mental-hygiene atmosphere of the classroom cannot be better than the

- a. amount of physical activity permitted
- b. mental health of the teacher
- c. work of the school psychological clinic
- d. cleanliness of the classroom
- e. mental health of the principal

1.829 The basic thought in setting up the "human climate" in the classroom is to

- a. know the names and special interests of all your pupils
- b. preserve an environment conducive to lesson-learning
- c. stimulate the growth of the total pupil personality
- d. provide proper light, temperature, and seating comfort
- e. let the pupils know that the teacher is really "human"

1.830 The primary responsibility for maintaining a good learning environment lies with the

- a. principal
- b. classroom teacher
- c. superintendent
- d. supervisor
- e. community leaders

1.831 In a modern classroom children are expected to

- a. sit and be quiet during the time school is in session
- b. be given a chance for normal talking and laughing
- c. be really afraid of the teacher
- d. consider the teacher their "pal"
- e. none of the above

1.832 According to modern educators, discipline refers to

- a. rules affecting conduct of action
- b. a way of promoting constructive and positive behavior
- c. control gained by enforcing obedience and conformity
- d. the curbing of pupil misbehavior
- e. none of the above

1.833 The major goal in classroom discipline should be to promote

- a. quiet and order in classroom and study hall
- b. good student conduct
- c. the complete elimination of pupil misconduct
- d. self-direction on the part of the pupils
- e. good study conditions

1.834 The *ultimate* objective in discipline is

- a. observance of school rules and regulations
- b. improvement in the pupil's self-direction
- c. a classroom atmosphere favorable to study
- d. a habit of obedience to those in authority
- e. development of pupils' respect for elders

1.835 The basic criterion of the discipline of the classroom is the

- a. general level of orderliness prevailing
- b. amount of learning taking place in the classroom
- c. good behavior exhibited by the members of the class
- d. degree of self-direction promoted among the students
- e. control the teacher has over the class

1.836 Misbehavior in the classroom is best explained on the basis of

- a. unwholesome home conditions
- b. inconsistency in enforcement of school regulations
- c. inadequacy of the punitive measures used by teachers
- d. misorientation in the way of need-satisfying behavior
- e. unrealistic demands on the part of teachers

1.837 When a child remains uninterested in a subject, the teacher should immediately

- a. give him less homework
- b. send him to the dean
- c. look for the cause
- d. give him new assignments
- e. confer with his parents

1.838 The basic element of behavior control in the classroom should be the

- a. teacher's authority
- b. child's peers and social pressures
- c. child's motivation
- d. system of rewards and punishments
- e. child's moral and religious views

1.839 A student is *least* likely to become a disciplinary problem if

- a. his assignments are a real challenge to him
- b. the teacher "argues him down" in the classroom
- c. all his classmates show their dislike of him
- d. the teacher forces all to live up to his standards
- e. his parents are very strict with him at home

1.840 In maintaining discipline in the classroom, the emphasis should be on

- a. preventing pupil misbehavior
- b. promoting acceptable behavior
- c. satisfying pupil needs that will make misbehavior unnecessary
- d. avoiding rules and thereby avoiding their violation by pupils
- e. forming a relationship wherein pupils will not want to hurt you by misbehaving

1.841 To be most educative, discipline should be

- a. rigidly enforced without fear or favor

- b. constructive from the standpoint of promoting greater self-discipline
- c. oriented to the suppression of misbehavior
- d. brought about by keeping the students busy at some task at all times
- e. guaranteed by the teacher demanding a high level of moral character

1.842 Which of the following is *not* a basic principle behind good discipline?

- a. Discipline should be made a responsibility of the pupils.
- b. Disciplinary problems are lessened by routines and planning.
- c. Fear of punishment can be counted on to keep pupils "in line".
- d. Remedial treatment must be consistent with basic urges.
- e. Disciplinary conditions differ in terms of learning situations.

1.843 Which of the following would be open to criticism as a principle of good discipline?

- a. Overlook the less serious offenses.
- b. Make the culprit apologize to you.
- c. Keep the class busy and interested.
- d. Use the standards of the group as a guide.
- e. Make reprimands as private as possible.

1.844 It is generally recognized in educational theory that a pupil is *most* concerned about the opinions of his

- a. parents
- b. enemies
- c. elders
- d. fellows
- e. teachers

1.845 When a punitive measure has to be administered to correct misbehavior, it is probably best handled

- a. impersonally by the dean of boys
- b. directly by the teacher involved
- c. after school, privately by the teacher involved
- d. through referral to the counselor for decision
- e. through referral to the student court

1.846 Misconduct in the classroom is best handled by

- a. administering just, speedy, and appropriate punishment
- b. ignoring its occurrence whenever it is possible to do so
- c. determining its cause and providing corrective measures
- d. charging the class with responsibility for the conduct of its members
- e. handing the offender over to the school disciplinarian for punishment

1.847 The best method of classroom control is

- a. a democratic approach
- b. an autocratic approach
- c. a busy schedule that precludes misbehavior



- d. an impartial enforcement of all regulations
- e. avoidance of mistakes

1.848 The most effective method of dealing with a child who is a persistent behavior problem is to

- a. send him to one of the deans
- b. report him to his parents
- c. try to determine the cause of his misbehavior
- d. take whatever steps will curb the misbehavior
- e. refer him to the counselor

1.849 Which of the following is *not* a good way to handle misconduct in class?

- a. Take the "cocky" pupil down a "peg or two"
- b. Postpone the punishment if you are emotionally upset
- c. Call on the pupil who seems to be inattentive
- d. Insist upon courtesies, e.g., one speaker at a time
- e. Consider all offenses as group not personal in nature

1.850 The *best* remedial treatment for misbehavior necessitates

- a. administering corporal punishment to the culprit
- b. taking the "cocky" youngster "down a peg or two"
- c. looking for the causes of the misbehavior
- d. wasting no time in punishing the misbehavior
- e. depriving the pupil of special privileges

1.851 Among the "tips" which would be good for the beginning teacher should be included

- a. make discipline an end in itself
- b. keep disciplinary talk to a minimum
- c. let the students know you are *really* angry at them
- d. tell them what you will do if they misbehave
- e. wait until you catch him in the act, then "lay it on"

1.852 The basic cause of widespread cheating in the classroom is

- a. lack of vigilance by teachers
- b. overemphasis upon grades
- c. unrealistic and unfair tests
- d. the use of objective type tests
- e. failure of the honor system

1.853 The chief cause for failure of most teachers in discipline is

- a. soft-heartedness
- b. failure to clarify the rules they enforce
- c. reliability to understand children
- d. lack of knowledge of the subject taught
- e. inconsistent action

1.854 Which of the following would generally be the least satisfactory means of dealing with cheating as a classroom problem?

- a. Discussing the problem in class
- b. Playing down the importance of tests and grades
- c. Eliminating tests and quizzes
- d. Making cheating impossible by alternating tests
- e. Watching pupils from the rear of the room

1.855 At the secondary school level, the teaching of the skills of reading and writing is the responsibility of

- a. the English teacher
- b. the homeroom teacher
- c. teachers of English and social studies
- d. special remedial teachers
- e. all teachers

1.856 The chief difference between good and poor readers lies in the fact that

- a. good readers are aware of details of word form
- b. good readers make fewer pauses per line in their eye movement
- c. good readers get the meaning of each word separately before trying to understand the sentence
- d. eye movements of good readers are spaced regularly along the line
- e. skilled readers use more eye movements for reading a given passage than unskilled readers

1.857 Which of the following is *not* a point of distinction between poor and good readers?

- a. Speed of reading
- b. Visual acuity
- c. Reading comprehension
- d. Motivation and breadth of interest
- e. Experiential background

1.858 Which of the following factors is generally least important in determining the child's reading rate and comprehension?

- a. The experience he brings to the printed page
- b. The sensitivity of his sensory equipment
- c. His general level of mental development
- d. His general reading habits and skills
- e. His emotional orientation to the content

1.859 The average rate of silent reading of college freshmen is ..... words per second.

- a. three
- b. four
- c. five
- d. six
- e. eight

1.860 Research on the relationship between speed of reading and level of comprehension reveals a correlation that is

- a. generally negative
- b. approximately zero
- c. positive but low
- d. positive and high
- e. perfect; they are both parts of effective reading

1.861 Of the following, the child who best fits the modern definition of "retarded reader" is the one with

- a. a mental age below that of his peers
- b. an AQ below 90 with respect to reading
- c. an EQ in reading of below 90
- d. a reading level below grade
- e. an IQ of 90 or less

1.862 The up-to-date elementary school teaches reading mainly by

- a. providing a standard textbook for all
- b. having each student read aloud
- c. using primers exclusively
- d. using meaningful experiences
- e. none of the above is correct

1.863 In teaching reading in the modern school, emphasis is placed on

- a. the alphabet
- b. rote learning
- c. pupil motivation
- d. the formal recitation
- e. memorizing syllables

1.864 The principal reason English instruction falls short of its main goal, namely a functional command of the language, is that

- a. English teachers lack specialized training
- b. grammar is being slighted in elementary school
- c. all teachers do not work together in insisting on correct and effective expression
- d. too much emphasis is placed on English literature
- e. all English teachers do not agree that the above is the principal goal in English

1.865 One of the most desirable outcomes of English instruction is a functional command of the language. This objective is more likely to be achieved if

- a. English teachers have more specialized training
- b. the study of grammar is begun very early in the school career
- c. all teachers insist on the use of correct and effective expression
- d. English teachers place less emphasis on theme writing
- e. the study of literary masterpieces is completely eliminated

1.866 The modern language arts teacher

- a. emphasizes grammar and mechanics of expression
- b. emphasizes the communication of ideas with grammar as simply a tool
- c. discounts the importance of grammar and mechanics
- d. sees grammar and mechanics as coming first
- e. rejects functionalism as the primary consideration in his teaching

1.867 Modern views on the teaching of writing are based on the idea that

- a. writing is of itself an educational goal of prime importance
- b. writing is a tool of learning, not an end in itself
- c. ideas to be expressed, and not the writing, are the important things
- d. quality in excess of legibility and ease of reading should not be emphasized
- e. instruction should be aimed at promoting individuality rather than conformity

1.868 Up-to-date writing instruction on the elementary level puts emphasis upon

- a. teaching cursive writing in the first grade
- b. having pupils write compositions on the same subject
- c. teaching pupils to read and write at the same time
- d. encouraging the students to express their thoughts
- e. all of the above

1.869 Modern education emphasizes the fact that the teaching of writing on the elementary level becomes more meaningful and interesting to the student if he

- a. is taught the alphabet in the first grade
- b. writes compositions on the same subject as his classmates
- c. is taught to write at the same time as he is taught to read
- d. is encouraged to write about his own experiences
- e. all of the above

1.870 The most acceptable of the following statements about the teaching of spelling is

- a. only a method for studying words should be taught
- b. the teaching of a large number of rules is essential
- c. words occurring in a unit being studied should be mastered as part of the unit
- d. lists of words for each grade level should be made and their spelling mastered
- e. children should be taught to spell only the most difficult and "tricky" words

1.871 In the teaching of the social studies

- a. subject matter is an end in itself
- b. method is independent of the situation
- c. techniques are independent of objectives
- d. devices and materials are means to an end
- e. none of the above is a correct answer

1.872 Most educators agree that secondary teachers of science should stress above all else

- a. the acquisition of many scientific facts
- b. skill in the use of laboratory equipment
- c. the methodology of attacking new problems
- d. mental disciplinary aspects of the subject
- e. none of the above is a correct answer

1.873 The primary purpose of evaluating a teaching unit is to

- a. determine appropriate grades for the various students
- b. determine the degree of attainment of the unit objectives
- c. provide objective evidence of student progress
- d. keep students on their toes; to get them to work harder
- e. compare the effectiveness of different teaching approaches



1.874 If the teacher wishes to evaluate the attainment of unit objectives, he should *not* use

- a. open book tests
- b. student opinion
- c. student-made outlines
- d. student-made summaries
- e. none of the above is a correct answer

1.875 The attitude concerning tests which is *most* consistent with modern educational theory is

- a. a standardized test is the only valid and reliable test for a teacher to use
- b. a test is but one of several devices for appraising the progress of pupils
- c. only objective measures should be used in appraising pupil progress
- d. new type tests are better than essay examinations for all appraisal purposes
- e. only subjective measures should be used in appraising pupil progress

1.876 The type of test or test item to be used should be decided *mainly* on the basis of the

- a. necessity for variety in the tests
- b. nature of the objective to be tested
- c. availability of standardized tests
- d. ease with which it can be constructed
- e. length of time spent on the topic

1.877 If the teacher wishes to evaluate attitudes, he will find it rather useless to

- a. employ sociodrama
- b. use anecdotal records
- c. administer a paper and pencil test
- d. make careful observations of his pupils
- e. none of the above is a correct answer

1.878 For testing knowledge of a simple fact or contribution of a person, it is *best* for the teacher to use a

- a. matching or completion type test
- b. multiple choice or true-false test
- c. topical selection test
- d. alternate response test
- e. none of the above is a correct answer

1.879 A recall situation is *best* tested by the

- a. multiple-choice type test
- b. completion type test
- c. true-false type test
- d. topical-selection type test
- e. multiple-response type test

1.880 Within limits, a standardized test has, as its chief virtue, the fact that it

- a. is easier to administer than a teacher-made test
- b. is generally of a higher quality than a teacher-made test
- c. permits a comparison of individual and class performance with other classes and individuals
- d. has more ceiling, thereby permitting the brighter students to display what they have learned

- e. is easier to correct and grade than a teacher-made test

1.881 In constructing a test, it is necessary to make a table of specifications in order to insure

- a. objectivity in the test
- b. a proper answer pattern
- c. an adequate sampling of objectives
- d. the elimination of ambiguous items
- e. none of the above is a correct answer

1.882 In constructing a matching test, it is advisable to

- a. place several "distractors" in the answers column
- b. prohibit the use of the same answer more than once
- c. use long columns of questions to be matched
- d. make the questions heterogeneous in nature
- e. none of the above is a correct answer

1.883 In constructing the alternates for a multiple-choice test item, one should

- a. make all choices of equal length
- b. make all the choices of unequal length
- c. make all but one choice partly true
- d. avoid making one choice longer than the others
- e. avoid making all choices of equal length

1.884 The first step in constructing a test is to

- a. select a variety of items from which to choose
- b. define the objectives of the course
- c. delimit the content to be covered by the test
- d. draw up a table of specifications
- e. decide what kind of test to use

1.885 In constructing a test, the teacher should *not*

- a. construct an answer guide for the essay test
- b. limit an item card to testing one objective
- c. employ "specific determiners"
- d. start with objectives to be tested
- e. rephrase the ideas of the book

1.886 In selecting a standardized test, a teacher would need to give little or no consideration to

- a. the group from which the norms were derived
- b. its suitability in terms of course objectives
- c. its validity
- d. its reliability
- e. none of the above is a correct answer

1.887 This item was in a high school English test: "an onomatopoeia is a figure of (a) ship, (b) speech, (c) automobile, (d) book." This is a poor item because

- a. not enough choices are presented
- b. it contains an obvious clue
- c. it does not test any objective of the course
- d. the pupil has 1 chance in 4 of guessing the right answer
- e. the wording of the question is ambiguous and tricky

1.888 The term "mean" refers to

- a. the most frequently made score
- b. the middle score in a distribution
- c. the arithmetic average of all scores
- d. the score representing the passing grade
- e. the highest score made on the examination

1.889 In scoring a test

- a. multiple-choice items should be weighted double
- b. true-false items should be scored by the formula  $R - W$
- c. matching items should count one half the true-false
- d. an essay question should be given a triple weight
- e. the completion item must be scored by the key

1.890 In converting raw scores to test grades, it is *not* necessary to give consideration to the

- a. percentage of the perfect score which the raw score represents
- b. deviation of the raw score from the median or mean
- c. distribution of the ability in the group being tested
- d. range and distribution of the raw scores of the group
- e. none of the above is a correct answer

1.891 A teacher can ascertain the reliability of his test by correlating the scores on

- a. the first half with those of the last half
- b. the odd items with those of the even items
- c. Part I with those of Part II of the test
- d. his test with those on a standard test
- e. all of the above

1.892 Which of the following is most acceptable evidence of the validity of a test?

- a. The test covers a wide variety of topics.
- b. Average students tend to obtain average scores on the test.
- c. The test scores form a bell-shaped curve.
- d. The items bear directly upon the objectives of instruction.

- e. One half of the test correlates highly with the other.

1.893 A test designed to measure ability to think critically would be valid if it

- a. included a wide variety of items in order to broaden the scope of the child's thinking
- b. emphasized evaluation and analysis of material rather than mere retention of facts
- c. placed the student in a relative position comparable to his rank on a diagnostic test
- d. placed emphasis on what has been covered directly in class
- e. placed emphasis on the speed with which the test was done

1.894 In checking the discriminatory power of test items, the teacher can find out

- a. the validity of the test only
- b. the usability of the test only
- c. the objectivity and reliability of the test
- d. the difficulty level and validity of the test
- e. none of the above

1.895 The major difficulty with most report card systems today can be remedied *best* by

- a. abolishing all marks and report cards
- b. changing from percentage to letter grades
- c. evaluating progress in terms of real goals
- d. following the normal curve in all evaluations
- e. changing from letter grades to percentages

1.896 Four of the following are trends in the appraisal of pupil progress. Which one is *not*?

- a. Raising the passing grade from 70 to 75
- b. Sending descriptive letters to the parents
- c. Supplementing subject marks with citizenship ratings
- d. Appraising the total personality rather than a single aspect
- e. Indicating strong points as well as those needing improvement

## I. Issues, Problems, Criticisms and Trends

Issues in education

Problems facing education

Criticism of education and educators

Trends in education

1.897 Opponents of federal aid to education insist that

- a. federal control follows federal aid
- b. federal control will bring about an improvement in educational standards
- c. federal control will bring about a decline in educational standards
- d. our schools are more than adequate
- e. none of the above is correct

1.898 Objections to federal aid to education usually spring from a fear that the federal government might

- a. lower educational standards
- b. control education in the states
- c. give aid where it is not needed
- d. discriminate against the Negro
- e. favor the wealthy states



1.899 The issue as to the relation of religion to public education is

- a. comparatively new
- b. fully settled to the satisfaction of all
- c. of concern to certain religious groups only
- d. unsolved and still debated
- e. best ignored by all concerned

1.900 The public schools in every state

- a. permit Bible reading in the classroom
- b. permit religious instruction in the school building
- c. provide released time for religious instruction
- d. none of these
- e. all of these

1.901 The issue of the integration or fusion of subject matter content is found

- a. on the elementary level only
- b. on the junior high level only
- c. on the senior high level only
- d. on the college level only
- e. on all of the above levels

1.902 In the public opinion poll conducted by Elmo Roper recently, in which an attempt was made to find an answer to the question "Are children being taught more worthwhile and useful things than they were 20 years ago?", a majority of the better educated indicated that

- a. parents are extremely dissatisfied with present-day schools
- b. schools now are teaching less worthwhile and useful things
- c. they were not concerned with what the schools were doing
- d. neither more nor less worthwhile and useful things were being taught
- e. the schools now are teaching more worthwhile and useful things

1.903 The most legitimate way of raising educational standards is that of

- a. failing a larger percentage of the students
- b. giving more frequent tests and quizzes
- c. encouraging duller students to drop out of school
- d. emphasizing a more thorough grasp of fundamentals
- e. using more effective teaching methods

1.904 Some people have proposed a rigid system of nationally administered examinations in the secondary schools, or a national program of accreditation of secondary schools. The strongest argument for such a program comes from

- a. the need for a strong, centralized control of secondary education
- b. the tendency for high schools to allow pupils to elect a part of their course of study
- c. the similarity in high school courses of study in the various states

- d. unevenness in the quality and character of education in the secondary schools of our country
- e. the need for a uniform system of teacher certification in U.S.

1.905 The most valid objection to the twelve-month school year is probably

- a. the undue acceleration of pupils
- b. the increased school costs, e.g., air-conditioning
- c. conflicts with family plans regarding vacation
- d. difficulty in plant maintenance
- e. administrative inconvenience

1.906 One of the foremost factors in improving articulation between secondary schools and universities is the efforts made by the

- a. various accrediting associations
- b. secondary schools
- c. NASSP and the ACE
- d. Progressive Education Association
- e. Association of University Professors

1.907 By consolidation is meant the

- a. elimination of grade classifications
- b. placing of all grades under one roof
- c. removal of all departmental barriers
- d. union of state and local teachers' organizations
- e. union of several schools or school districts

1.908 Consolidation usually refers to

- a. bringing attendance units together
- b. combining certain grades, such as two fourth grades
- c. placing elementary and high-school pupils in the same building
- d. legally combining school districts
- e. districts cooperating in purchasing supplies and equipment

1.909 School consolidation is apt to

- a. cause many good teachers to lose their positions
- b. provide better teaching positions and teaching assignments
- c. increase demands for unreasonable subject combinations
- d. create entirely new standards for teacher certification
- e. decrease the taxes placed upon big corporations

1.910 Consolidation of schools usually results in

- a. lowered school taxes for everyone
- b. greater return for the educational dollar
- c. reduced expenses for transportation
- d. more superintendents of schools employed
- e. fewer headaches for the chief administrator

1.911 According to educational authorities, the most desirable action for school organization and administration is to

- a. retain the small school districts in the small states
- b. consolidate small school districts into larger units
- c. allow each school district to remain as it is
- d. increase the number of school districts
- e. abolish districts in favor of counties

**1.912** One of the major problems arising out of the consolidation of school districts has been

- a. raising teacher salaries
- b. providing for more students
- c. transporting students
- d. providing more teachers
- e. providing more supervisors

**1.913** According to some studies which have been made of why young people leave school, it was reported that the main reason is

- a. economic pressure
- b. dissatisfaction with school program
- c. no further need for formal schooling
- d. parental pressure
- e. inability to see value in education

**1.914** Inequalities in education in this country are likely to take the form of

- a. inadequate school buildings
- b. limited curricula offerings
- c. shortened school year
- d. poorly paid teachers
- e. any or all of the above

**1.915** Which of the following is most questionable as a reason why some children have no schools or have poor schools while other children have good schools?

- a. States backward in education refuse to devote a reasonable portion of their income to education.
- b. Some states deliberately deny equal educational facilities to minority groups.
- c. There are differences among the states in economic conditions over which they have little control.
- d. Some states carry a multiple expense load in the form of a segregated school system.
- e. None of the above is a correct answer.

**1.916** It is generally recommended that elementary school systems should employ

- a. fewer men teachers
- b. more men teachers in the primary grades
- c. more male teachers in the intermediate and upper grades
- d. fewer men teachers in the intermediate and upper grades
- e. all women teachers

**1.917** The soundest pupil promotion-retention program is that based on

- a. automatic yearly promotions
- b. optimal grade placement
- c. rigid adherence to standards
- d. social and emotional maturity rather than academic competence
- e. grade placement as determined by standardized achievement tests

**1.918** Among the tasks facing education today is the need for

- a. more schools for more children
- b. larger school staffs

- c. increased financial support
- d. all of the above
- e. none of the above

**1.919** Teachers from the South might find their greatest problem in teaching in Boston would be

- a. more advanced children
- b. puritanical regulations
- c. concentration of population
- d. differences in speech
- e. differences in salary

**1.920** In the attacks on the public schools, the most effective aid to those who would destroy modern education has come from

- a. confirmed subversives who want to destroy free public education
- b. selfish, unthinking citizens who don't care what they do to schools as long as taxes are kept down
- c. disgruntled teachers who attempt to justify their own shortcomings
- d. unreasonable parents who try to blame all of their children's shortcomings on the schools
- e. citizens who are quite satisfied with modern education but who do nothing about these attacks

**1.921** The man who has been instrumental in formulating and instigating the attacks on the American public school system and who supplied the ammunition for the Pasadena incident is

- a. Willard Goslin
- b. Stanley High
- c. Merwin K. Hart
- d. Joseph A. Dilling
- e. Allen A. Zoll

**1.922** Although criticized by many people, the public school has thus far escaped any accusation that it

- a. is a "God-less" institution
- b. is neglecting to teach the 3 R's
- c. uses textbooks which are subversive
- d. includes fads and frills in its program
- e. none of the above is a correct answer

**1.923** An organization which has been behind the vicious attacks lately made against the American public schools is the

- a. American Council for Education
- b. National Education Association
- c. American Education Council
- d. National Council for American Education
- e. American Council for Economic Education

**1.924** The recent attacks on education seem to be the result of

- a. resistance to change and a reluctance to depart from the traditional
- b. honest critics who desire improvement in our public school system



- c. unsuccessful teachers who attempt to justify their own shortcomings
- d. all of the above
- e. none of the above

1.925 The attack on public schools has as part of its pattern

- a. a demand that schools return to the 3 R's
- b. attacks on certain textbooks that encourage pupils to think and reason
- c. mounting pressure to eliminate "frills and fads" from the school program
- d. all of the above
- e. none of the above

1.926 Marked trends in state administration are toward

- a. making the state superintendent an "inspector"
- b. using compulsion rather than stimulation to secure educational improvement in the state
- c. eliminating state boards of education
- d. working for the equalization of educational opportunities and the financial burden
- e. promoting state surveys of education

1.927 An undesirable trend in elementary education is

- a. flexibility in curriculum
- b. learning as a cooperative enterprise
- c. increase in class size
- d. more individualization of instruction
- e. correlation of subjects

1.928 It can be safely predicted that kindergartens, in the future, will

- a. increase in number
- b. increase in enrollment
- c. increase in number and enrollment

- d. decrease in number and enrollment
- e. decrease in enrollment

1.929 In general, the trend in secondary schools is to make the class period

- a. one hour
- b. thirty minutes
- c. forty-five minutes
- d. shorter
- e. two hours

1.930 It is estimated that, in the future, pupils will spend as many hours looking at television programs as they spend in school. To teach effectively under such conditions, teachers should

- a. tell the students what programs are desirable
- b. lobby for federal control of TV education
- c. aid in the production of television programs
- d. plan ways to develop discriminating observers
- e. demand the right to censure TV programs

1.931 Today in education there is a definite trend toward the

- a. evaluation of growth in terms of behavior
- b. abolition of any sort of control of pupils
- c. development of more efficient discipline
- d. regimentation of pupils and curriculum
- e. lowering of standards in rating progress

1.932 Throughout the country, there is evidence that secondary schools are beginning to follow a pattern which calls for

- a. lengthening the daily period
- b. lengthening the school day
- c. lengthening the school year
- d. all of the above
- e. none of the above

# Chapter 2

## Educational Psychology Human Growth and Development

### A. Introduction to Educational Psychology

Functions of educational psychology

Teaching as a science

Research foundations

**Directions:** From the five alternates in each item, make a selection which will *best* and *most adequately* complete the statement or answer the question, as the case may be.

You may check your choice by turning to the answers given at the end of this book.

2.1 Which of the following statements best describes the degree of unanimity and uniformity that exists from culture to culture with respect to the goals of education?

- a. They differ widely in both the broad and the specific goals of education.
- b. They are essentially the same from culture to culture.
- c. They differ in the specific (secondary) goals.
- d. They differ only in the means whereby the goals are to be attained.
- e. They differ only in the degree of emphasis placed upon the attainment of the goals.

2.2 The major contribution educational psychology might be expected to make toward modern education lies in the area of

- a. a clarification of the goals of modern education
- b. a shift away from Dewey-ism and a return to traditional education
- c. a re-evaluation of the principles of progressivism
- d. a reconsideration of educational experiences from the standpoint of their contribution to pupil growth
- e. a refinement of the research techniques through which educational problems might be solved

2.3 The emphasis upon psychology (the science of human behavior) in teacher education is best justified on the basis of the need

- a. to prevent abnormal behavior on the part of children
- b. to promote intelligent behavior on the part of children
- c. to understand human behavior (if one is to guide its development)
- d. to define what constitutes acceptable behavior
- e. to promote greater philosophical and sociological insights into the nature of man

2.4 Which of the following might be considered the primary role to be played by professional experience and common sense in the art of teaching?

- a. They fill the gaps in our knowledge of the science of teaching.
- b. They permit effective adaptation of pedagogical techniques to specific situations.
- c. They generally take precedence over research since they are based on first hand experience with live situations.
- d. They are generally more valid than principles since the latter can be misapplied.
- e. They can be useful only as sources of hypotheses to be disposed of on the basis of research.

2.5 General psychology and educational psychology are dissimilar in that educational psychology

- a. is concerned with the child and not with the adult
- b. is concerned only with the various aspects of learning
- c. selects and emphasizes certain data from the general field
- d. is the more inclusive science
- e. deals only with the applications and not with the theory

2.6 Psychology's major contribution to education lies in

- a. defining the goals for which the teacher should strive
- b. identifying potentially successful educational procedures
- c. comparing the relative effectiveness of various teaching procedures
- d. combatting superstition and traditionalism in educational theory
- e. providing a scientific foundation for the art of teaching



2.7 Which of the following is the most acceptable statement of the relationship of psychology to the field of education?

- a. Psychology is the science of both innate and learned behavior but educational psychology is concerned only with learned behavior.
- b. Psychology makes it clear that rules don't work in educational practice; what is right in one situation is, as often as not, wrong in the next.
- c. Psychology has developed to the point of being able to isolate the correct educational procedure for dealing with a given educational situation.
- d. Much of the weakness of psychology as a foundation for educational practice stems from the fact that it is concerned with behavior rather than the more fundamental concept of neurophysiology from which behavior arises.
- e. Because psychology is a pure science, it has relatively little to offer the cause of practical education.

2.8 Which of the following is *not* a function of educational psychology?

- a. to discover techniques by means of which educational goals can be attained effectively
- b. to force a reconsideration of certain goals through demonstrating that they are impractical
- c. to define the goals for which education is to strive
- d. to promote a greater understanding of the learning process
- e. to promote a greater understanding of the learner

2.9 The primary aim of educational psychology is

- a. to contribute to an understanding of sound educational practices
- b. to provide the teacher with a greater appreciation of his role in the education of the child
- c. to provide the academic background essential for effective teaching
- d. to provide the teacher with a repertoire of specific rules and procedures upon which he can depend
- e. to provide a theoretical framework for educational research

2.10 Educational psychology is oriented toward

- a. the study of the peculiarities of individual children
- b. the application of the principles and techniques of psychology to the solution of the problems of the classroom
- c. the formulation of hypotheses and theories relative to educational practice
- d. the development of pedagogical practices of maximum effectiveness
- e. the development on the part of the child of realistic goals and effective plans for their attainment

2.11 Educational psychology should provide prospective teachers with

- a. insights into the various aspects of modern education
- b. principles, insights and attitudes as points of departure for effective teaching

- c. research procedures by means of which to evaluate current teaching procedures
- d. rules of thumb to deal with everyday classroom situations
- e. validated procedures to use in their teaching

2.12 Educational psychology frowns upon cookbook recipes and rules of thumb because

- a. they are frequently wrong
- b. they do not provide teachers with the flexibility which the teaching art calls for
- c. the number of such rules that would be required would be excessive
- d. teaching has not progressed to the point of having derived more than a handful of such rules
- e. democracy is opposed to uniformity in the treatment of children in school

2.13 Which of the following is of primary concern to educational psychologists?

- a. the formulation of hypotheses
- b. the discovery of practical solutions to educational problems
- c. the formulation of general scientific principles
- d. the development of professional insights into the principles underlying the teaching art
- e. the discovery of teaching procedures of maximum effectiveness

2.14 According to psychology, all education is

- a. conscious
- b. deliberate
- c. functional
- d. purposive
- e. self-education

2.15 The primary task of the teacher is

- a. to teach the prescribed curriculum
- b. to stimulate and guide student learning
- c. to ensure that all students belong to socially acceptable peer groups
- d. to promote habits of conformity to adult demands and expectations
- e. to provide diagnostic and remedial aid wherever indicated

2.16 Which of the following is the most important single factor underlying the success of a beginning teacher?

- a. his personality and ability to relate to the class
- b. his attitudes and outlook on life
- c. his verbal facility and organizational ability
- d. his scholarship and intellectual ability
- e. his competence in the area of his academic preparation

2.17 The greatest single cause of failure in beginning teachers lies in the area of

- a. general culture
- b. general scholarship
- c. subject matter background
- d. inter-personal relations
- e. linguistic facility

2.18 Probably the best reminder a beginning teacher might take with him into his classroom is:

- a. Knowledge of one's subject is the crucial thing.
- b. Liking children is a necessary and a sufficient condition for effective teaching.
- c. Pupil adjustment is the paramount educational objective.
- d. Classroom misbehavior implies a breakdown in pupil motivation.
- e. Learning is effective to the extent that it involves the goals and purposes of individual children.

2.19 Which of the following is most likely to be characteristic of the ineffective teacher?

- a. emphasis upon standards
- b. emphasis upon pupil discussion in the clarification of group goals
- c. emphasis upon the control of the immediate situation
- d. refusal to help children until they have "helped themselves"
- e. differential treatment of the students of his class

2.20 The teacher's major contribution to the maximum self-realization of the child is best effected through

- a. constant fulfillment of the child's needs
- b. strict control of classroom activities
- c. sensitivity to pupil needs, goals, and purposes
- d. strict enforcement of academic standards
- e. systematic development of frustration tolerance (on the part of the child)

2.21 Which of the following teacher traits and procedures is most often given by children as the reason for not liking a teacher?

- a. cross and crabby disposition
- b. ignorance of subject matter to be taught
- c. unfairness and favoritism
- d. unreasonable demands on the children
- e. aloofness and apparent disinterest in children

2.22 If one wished to investigate scientifically the problem of the best method of study, the best attack would be

- a. an analysis of the work habits of good students
- b. an analysis of the work habits of poor students
- c. an analysis of the contrasting work habits of good and poor students
- d. a compilation of the opinions of experts on study
- e. a contrast of the results as students alternate between good and poor study methods

2.23 Which method of research probably contributes most to the advancement of educational psychology as a science?

- a. the clinical method
- b. the experimental method
- c. the historical method
- d. the philosophical method
- e. the survey method

2.24 The basic limitation of experimentation as the primary source of scientific data in education is that

- a. experimentation is slow and time-consuming
- b. not all educational problems are amenable to experimentation
- c. many teachers do not know how to conduct scientific experimentation
- d. experimentation in education cannot guarantee the control of extraneous variables required to provide valid results
- e. ultimate purposes must be defined arbitrarily and not determined by scientific investigation

2.25 Which is the best statement of the contribution made to education by animal experimentation?

- a. The principles of psychology apply equally well to all behavior—human and animal
- b. Conclusions based on experiments on animals can safely be applied to the classroom.
- c. Results of animal experimentation can do no more than provide hypotheses as to potentially effective approaches to education.
- d. Animal experimentation enables research workers to refine and perfect experimental designs and tools for experimentation on human beings.
- e. Animal experimentation provides purer and more valid conclusions since rigid control is possible.

2.26 The science of educational psychology, at present,

- a. has advanced to the point of having all its problems solved with finality
- b. has advanced to the point of having all its major problems solved
- c. has advanced to the point of having much light cast on many problems with some of the solutions reasonably certain
- d. is still essentially a mass of unresolved and uninterpretable data
- e. is still essentially at the level of opinions and rules of unexplained theoretical basis

2.27 The promotion of education as a science is best served by orientation of its research toward a greater understanding of

- a. behavior and its underlying basis
- b. endocrinology in relation to adjustment
- c. the influence of heredity and environment
- d. the factors underlying academic growth
- e. the neurophysiological basis of learning

2.28 The field of education is permeated by conflicts and misconceptions largely because

- a. the problems encountered in teaching call for subjectivity of interpretation
- b. there are no best teaching methods and procedures
- c. the problems encountered in teaching are not amenable to rigorous scientific investigation
- d. education has first to be practical and only secondarily to be scientific
- e. teachers are not particularly adept in the area of rigorous scientific experimentation



2.29 In an experiment, the investigator attempts to have a control group which is

- a. identical in all respects to the experimental group
- b. identical in all respects to the experimental group, except for the factor under study
- c. different in all respects from the experimental group
- d. opposite in all respects to the experimental group except for the factor under study
- e. identical in all relevant respects to the experimental group except for the factor under investigation

2.30 Which of the following topics would lend itself most definitely to experimentation?

- a. the interests of children in various kinds of books
- b. the number and duration of eye fixations under different conditions of lighting and type size
- c. an analysis of the reading habits of boys and girls of different intellectual levels
- d. the reading proficiency of children wearing glasses in contrast to those not requiring glasses
- e. the relationship of motivation to academic achievement

2.31 The basic characteristic of the experimental method in education is

- a. its assumption of the self-cancellation of the influence of the many factors operating in the situation
- b. its isolation of the influence of one after the other of the factors inherent in the total situation
- c. its control of relevant extraneous factors
- d. its complete analysis -- and in some cases, control -- of all the factors inherent in the situation
- e. the applicability of its outcomes to relatively unlimited populations

2.32 The most fundamental assumptions on which experimentation as a method of science is predicated is that

- a. conflicting results in successive studies can only imply failure to control all relevant variables that should be controlled
- b. invariant relationships exist between certain antecedents and certain consequents
- c. the use of sufficiently large samples will lead to a neutralization of extraneous factors involved in the experimental situation
- d. principles can be derived that are universal in application
- e. stability of measurement is the equivalent of validity of measurement

2.33 Under which of the following conditions are the generalizations (principles and laws) produced in psychological experimentation valid?

- a. in the laboratory only

- b. in all classroom settings
- c. in any practical situation
- d. under the conditions under which they were obtained
- e. in all situations involving relatively large populations (or samples)

2.34 Co-twin studies are especially valuable because

- a. all twins have identical heredity
- b. they can be subjected to identical environmental influences
- c. one member of each pair can be used in a study and the second used to repeat the study for verification purposes
- d. twins permit close equating for most experimental variables
- e. the small number of available pairs permits greater experimental control

2.35 The study of a child in which data are collected from a number of sources and integrated in order to help understand and eventually solve his problem is known as a/an . . . . study

- a. case
- b. clinical
- c. experimental
- d. genetic
- e. introspective

2.36 Which of the following statements best represents the role of observation as a source of scientific data?

- a. Observation is too subjective and unreliable to be acceptable as a research technique.
- b. Observation is frequently the only source available for the derivation of certain data.
- c. Multiple observation is an adequate means of ensuring the dependability of observation.
- d. Observation tends to be less reliable but generally more valid than other sources of scientific data.
- e. With modern instruments to refine observation, it is becoming increasingly the only approach that needs to be taken to the derivation of scientific data.

2.37 The "armchair" method of psychology refers to

- a. conducting rigorous experimentation into trivial psychological problems
- b. carrying out careless research into basic psychological problems
- c. generalizing beyond the objective evidence of one's study
- d. solving psychological problems through reasoning rather than reliance upon empirical evidence
- e. conducting clinical interviews on a permissive basis patterned after the psychiatric recline-and-relax approach

## B. Determinants of Human Behavior

Concept of needs

Motives

Satisfying needs

The self-concept

2.38 Which of the following statements concerning behavior is not true?

- a. Behavior always has a cause.
- b. Behavior is always oriented toward the attainment of a goal.
- c. Behavior represents an attempt at satisfying one's needs.
- d. Behavior symptoms are dependable indices to their basic causes.
- e. Behavior is often initiated by unconscious motives and needs

2.39 The occurrence of behavior—desirable or undesirable—is primarily a matter of

- a. adjustment
- b. learning
- c. maturation
- d. happenstance
- e. conflict

2.40 Purposive behavior is behavior that is

- a. based on needs
- b. oriented toward the attainment of a goal
- c. essentially effective with respect to need satisfaction
- d. conscious and deliberate, i.e., purposeful
- e. insightful, i.e., logical with respect to means-end relationships

2.41 A need is best conceived as

- a. an incentive toward which the organism is attracted
- b. a motive forcing the organism toward a given goal
- c. a physiological drive based on tissue needs
- d. a state of tension forcing the organism to activity
- e. an object or condition which satisfies a motive

2.42 The end state which gives direction to motivated behavior is called

- a. a purpose
- b. an incentive
- c. a motive
- d. a goal
- e. a need

2.43 All behavior is caused by a need and is oriented toward

- a. the solution of a problem
- b. the attainment of a goal
- c. the reorganization of experience
- d. the enhancement of the self
- e. the overcoming of obstacles

2.44 Studies of the relative strength of various human needs have shown that

- a. the strongest need is the one that has been for the longest time subject to deprivation
- b. sex is the paramount human need
- c. primary needs are always stronger than secondary needs
- d. our culture so complicates the expression of needs that their relative strength has not been determinable to any constant level
- e. safety needs take precedence over all others

2.45 Which of the following would probably be least important from the standpoint of satisfying one's ego (integrative) needs?

- a. conformity with social demands
- b. the achievement of individuality within the framework of the social order
- c. the achievement of self-consistency and self-direction
- d. the achievement of harmony with reality
- e. the achievement of harmony of one's purposes with those of society

2.46 The basic point of distinction between drives and other human needs is that drives

- a. take precedence over other needs
- b. involve the operation of a goal
- c. are universal within the species
- d. are relatively resistant to efforts at modification
- e. are based on physiological tensions

2.47 In our culture, psychological needs tend to be more influential in determining our behavior than physiological needs primarily because

- a. human beings have more psychological needs than physiological needs
- b. psychological needs are more fundamental and vital
- c. psychological needs are more difficult to satisfy adequately
- d. psychological needs are more basic to the sustenance of life
- e. society is more readily aware of the individual's physiological needs than of his psychological needs

2.48 Which of the following is not a characteristic of psychological motives?

- a. They involve the individual's attempt to maintain his self-concept.



- b. Once established, they furnish their own motivation and act as motives in their own right.
- c. They are relatively incapable of complete satisfaction.
- d. They involve some degree of learning.
- e. They have no (known) organic basis.

2.49 Satisfying one's need for social recognition implies

- a. achieving a level of performance which exceeds that of one's competitors
- b. being successful in what one undertakes
- c. being liked and accepted by others
- d. feeling that what one is and what one does comes up to social expectations
- e. attaining social status in line with one's potentialities

2.50 The needs for affection and for belonging are often grouped together under the term

- a. acceptance
- b. emotional security
- c. popularity
- d. recognition
- e. status

2.51 The specific behavior displayed by a given individual at a given time is primarily a function of

- a. habits over which he has little control
- b. the motives he has developed
- c. the degree of relative frustration of his many needs
- d. the degree of his insight into the consequence of his behavior
- e. the nature of the stimuli impinging upon him

2.52 General behavior is to specific behavior as need is to

- a. purpose
- b. goal
- c. motive
- d. incentive
- e. want

2.53 Which of the following is *not* essential to the occurrence of appropriate need-satisfying behavior?

- a. an adequate level of readiness
- b. external stimulation
- c. internal forces which energize the organism toward a goal
- d. previous learning with respect to need-satisfaction
- e. an appropriate external situation

2.54 Whether a person seeks one kind of food or another in order to satisfy his hunger depends primarily upon

- a. body chemistry
- b. conditioning in early feeding
- c. habit

- d. instinct
- e. their motive-satisfying properties

2.55 Which of the following is performed exclusively by motives?

- a. They energize the organism.
- b. They direct behavior toward a goal.
- c. They raise the anxiety level of the organism.
- d. They satisfy needs.
- e. None of the above.

2.56 In the definition of motivation as "an internal discomfort prompting, directing, and sustaining the conscious expenditure of energy to secure an adjustment", which word is either objectionable or unnecessary?

- a. internal
- b. discomfort
- c. prompting
- d. directing
- e. conscious

2.57 A need is to food as a motive is to

- a. hunger
- b. a certain kind of food
- c. money with which to buy food
- d. the smell of food
- e. none of the above

2.58 A need is to hunger as a stimulus is to

- a. food
- b. a particular kind of food
- c. money with which to buy food
- d. the smell of food
- e. the decision to obtain food

2.59 Classify the items below on the basis of the following alternatives:

- a. goal
  - b. incentive
  - c. motive
  - d. stimulus
  - e. none of the above
1. smell of food
  2. money with which to buy food
  3. decision to obtain food
  4. food
  5. hunger
  6. eating at the customary time
  7. seeking a particular kind of food
  8. picture of appetizing food
  9. monetary reward to the child who cleans his plate

2.60 Which of the following best describes a motive?

- a. a desire for social approval
- b. a stimulus which gives rise to tissue change
- c. some form of inner impulsion to certain behavior
- d. the object toward which an organism is drawn to satisfy a need
- e. an object or condition which can be used to induce desirable behavior

2.61 Which of the following is *not* true of motives?

- a. They energize behavior.
- b. They direct behavior toward potential goals.
- c. They often reinforce socially inappropriate behavior.
- d. They often develop without any form of reinforcement.
- e. They frequently attain an existence independent of the original need from which they sprang.

2.62 Which of the following is *not* true? Motives tend to make the individual

- a. alert to certain stimuli
- b. impervious to certain aspects of his environment
- c. responsive to certain incentives
- d. more disposed toward random (haphazard) activity
- e. predisposed against making certain responses

2.63 Motives differ from needs in that they

- a. are entirely a product of one's culture
- b. are based on internal stimulation
- c. involve learning with respect to appropriate goals
- d. are unsatiable
- e. develop as a result of maturation

2.64 Once developed, habits are perpetuated by

- a. the individual's desire for new experience
- b. the individual's desire for stability and security
- c. the individual's desire for ego satisfaction
- d. an inbuilt mechanism or momentum peculiar to their nature
- e. the satisfactions which they provide the individual

2.65 Motivation is best defined in terms of

- a. internal forces within the individual
- b. external forces applied upon the individual by his peers and teachers
- c. attempts on the part of the individual to avoid anxiety
- d. punishment and other compulsions placed upon the child by the school as a means of maintaining scholastic standards
- e. those disciplinary measures used in school to promote learning

2.66 As they operate in everyday life, such needs as belonging, affection, and status are best classified as

- a. drives
- b. primary needs
- c. wants
- d. habits
- e. motives

2.67 Which of the following would least qualify as a determinant of behavior?

- a. motives
- b. prejudices
- c. propaganda
- d. the self-concept
- e. habits

2.68 What is the role of reinforcement with respect to habits?

- a. Reinforcement is necessary for the maintenance of habits but not for their formation.
- b. Reinforcement is necessary for both the formation and the maintenance of habits.
- c. Habits, once formed, provide their own reinforcement and are therefore self-maintaining.
- d. Habit constitutes a special form of learning which is relatively independent of the concept of reinforcement.
- e. Because habits generally develop and maintain themselves at the unconscious level, they are not subject to reinforcement.

2.69 The individual's behavior is best accounted for by

- a. the stimuli impinging upon him
- b. his unsatisfied needs
- c. social pressures
- d. a complex system of interacting motives and goals
- e. his moral training as incorporated into his "conscience"

2.70 Which of the following is the most basic reason for the difficulty in satisfying one's needs?

- a. At no time can the individual attend to any more than a small fraction of his needs.
- b. Society tends to restrict the extent to which one's needs can be satisfied.
- c. Personal limitations make the satisfaction of certain needs relatively impossible.
- d. Others are competing for the relatively limited number of satisfiers available.
- e. One's goals are often incompatible with one another and with one's ability to attain them.

2.71 Which of the following best explains the discrimination made between two possible courses of behavior?

- a. The individual generally gives preference to the one which has been exercised most frequently in the past.
- b. Immediate satisfaction is usually the basic determinant of the choice.
- c. The action selected depends upon the relative strength of the motives involved.
- d. One's behavior is predetermined and one really has no choice in the matter.
- e. Usually the decision is based on chance or coincidence.

2.72 Which of the following statements is least correct of the determinants of the individual's behavior?

- a. When the individual is faced with several motives and several goals, some have more effect on his responses than others.
- b. Derived needs frequently surpass in motivating strength the physiological needs from which they originally sprang.
- c. Purposiveness is a greater determinant of behavior than are such factors as pleasure and pain.



- d. The conforming person frequently allows his own needs and desires to go unsatisfied in order to get along.
- e. The prepotency of a particular motive-goal sequence revolves in large measure around the concept of "reinforcement".

2.73 The teacher can best satisfy his own psychological needs by

- a. dedicating his life to the cause of educating ignorant children
- b. emphasizing standards of excellence
- c. compensating for his personal failures through the achievement of his students
- d. being alert and sensitive to the needs of his pupils
- e. relying on after-school activities to make up for the frustrations of the classroom

2.74 Conflicts in motivation are generally resolved on the basis of

- a. the degree of frustration of the needs involved
- b. the accessibility of the goals involved
- c. the attractiveness of the goals involved
- d. the relative dominance of the various motives and goals involved
- e. chance or external forces beyond the control of the individual

2.75 When arranged in order of potency according to Maslow's classification, which of the following needs would come third in the series?

- a. esteem
- b. love
- c. physiological
- d. safety
- e. self-actualization

2.76 The specific behavior displayed by the individual at any given time is determined by

- a. the degree of the relative frustration of his needs
- b. the prepotency of his motives as derived from previous experience
- c. the attractiveness of the incentives
- d. the relative accessibility of the goals
- e. social demands and expectations

2.77 Frustration of one's motives always results in

- a. increased motivation
- b. increased tension
- c. increased will power
- d. personality distortion
- e. downgrading of the self-concept

2.78 Under conditions of stress, the individual's performance is likely

- a. to be inferior to his usual performance
- b. to be superior to his usual performance
- c. to be of approximately the same quality as his usual performance
- d. to vary in quality relative to his usual performance depending upon his personality structure

- e. to vary unpredictably even from time to time within the same individual

2.79 When the child constantly displays short-sighted behavior despite the obvious advantage of more wholesome behavior, the concept that might be of greatest benefit to the teacher in understanding such behavior is that of

- a. disorganization of behavior
- b. immaturity
- c. tunnel vision
- d. the neuroses
- e. readiness

2.80 Behavior always results from an attempt

- a. to satisfy one's physiological needs
- b. to cope directly or indirectly with anxiety
- c. to be consistent in one's dominant values
- d. to satisfy one's needs in a socially acceptable manner
- e. to attain one's purposes

2.81 Anxiety is distinguished from fear primarily on the basis of

- a. the scope and intensity of the accompanying tension
- b. the anti-social ways in which it is displayed
- c. the degree of the psychological disability it promotes
- d. its resistance to treatment
- e. the specificity of the stimulus to which it is attached

2.82 Toleration of failure is best promoted by

- a. subjecting the child to a carefully graduated sequence of failure
- b. teaching the child fortitude in enduring failure
- c. teaching the child a philosophical outlook toward failure as inevitable in a competitive society
- d. linking temporary failure with ultimate success
- e. providing the child with such a backlog of success that the occasional failure will go unnoticed

2.83 Which of the following is most conducive to anxiety in the elementary school child?

- a. consistent autocratic discipline
- b. aimless laissez-faire approach to classroom management
- c. highly regimented and impersonal approach to child management
- d. a high level of classroom motivation
- e. a classroom group characterized by unintegrated factions and cliques

2.84 Which of the following is most conducive to serious and successful progress toward one's goal?

- a. mild feelings of personal incompetence
- b. a past history of general success
- c. a past history of continued failure
- d. serious frustration by the demands of the situation
- e. strong feelings of anxiety as to the outcome

2.85 In which of the following activities are anxious students least likely to out-perform non-anxious students?

- a. memorization of facts
- b. tasks involving creativity
- c. reasoning and problem solving
- d. tasks involving speed and physical strength
- e. tasks involving dexterity and high level motor coordination

2.86 Which of the following represents Freud's basic position relative to the understanding of behavior?

- a. The individual tends to repress the real motives underlying his behavior.
- b. The individual's basic personality is set during the first five years of life.
- c. The individual is inherently bad.
- d. Unless the individual has insight into his own personality, his behavior will tend to lack the consistency that will make it intelligible to others.
- e. The greater the freedom from adult pressure which the child is granted in his early years, the more self-consistent the personality he will tend to develop.

2.87 Child psychologists are of the opinion that giving a child maximum emotional security in his early years

- a. provides him with the best basis for later adjustment
- b. leaves him vulnerable to later maladjustment by denying him practice in facing the realities of life
- c. is as bad from the point of view of later adjustment as is severe emotional deprivation
- d. is advisable only when this can be continued throughout the period of development
- e. is likely to blunt his curiosity, originality, and initiative

2.88 Of the following factors in the home, which would have the greatest bearing upon the security and adjustment of the child?

- a. the cultural status of the parents
- b. the psychological atmosphere of the home
- c. the acceptance of the home by the community
- d. the discipline of the home
- e. the orderliness of the home

2.89 Probably the most fundamental human need is that for

- a. status
- b. self-respect
- c. mental organization
- d. a feeling of belonging
- e. good physical health

2.90 What is the modern psychological view on the duality of the mind and body?

- a. The mind and body are distinct and often conflicting aspects of the total individual.
- b. The mind is the originator and the body the executor of behavior.
- c. The human organism functions as a whole.

- d. There is a reciprocity in the functions of the mind and body.
- e. The problem is philosophical and of no interest to psychologists.

2.91 Human behavior is determined primarily by

- a. objective reality
- b. the phenomenal field (including the phenomenal self)
- c. past habits
- d. social pressures
- e. physiological needs

2.92 The self-concept refers to the individual's

- a. concept of his worth
- b. concept of self-esteem
- c. attitudes toward others in relation to himself
- d. attitudes toward himself in relation to his environment
- e. concept of social recognition

2.93 Which of the following best accounts for the development of the self-concept?

- a. the individual's need for approval
- b. the consistency of the experiences the individual undergoes
- c. an apparently inborn drive toward self-enhancement
- d. an apparently inborn drive toward the avoidance of conflict
- e. an apparently inborn sense of right and wrong

2.94 Which of the following statements concerning the development of the self-concept is the most valid?

- a. The self-concept develops through a slow self-sustaining process of assimilating experience into a consistent structure.
- b. The self-concept is simply an outgrowth of self-esteem arising from the early praise for good behavior heaped upon the infant by his parents.
- c. The self-concept is the equivalent of "conscience" which develops largely through the moral teachings of society.
- d. The most important single factor in the early development of the self-concept is its own momentum.
- e. The self-concept is derived directly from the social recognition the child gets from adults and peers.

2.95 Which of the following statements best describes the effect of the self-concept upon the individual and his behavior?

- a. It affects the individual only in matters where morality, integrity, and other aspects of character are involved.
- b. It restricts not only one's needs but also the manner in which they are to be satisfied.
- c. It restricts the individual's behavior by sifting and/or distorting the perceptions that act as stimuli to behavior.
- d. It functions only in matters where conformity to or violation of the social code is involved.
- e. Its influence is a matter of the same controversy as that of its counterpart, the Freudian concept of the Superego.



2.96 Which of the following is *not* necessarily incorporated in the individual's self-concept?

- a. attitudes
- b. habits
- c. self-evaluations
- d. social norms
- e. values

2.97 When praised for a job well done the mature person

- a. makes some excuse for not having done better
- b. points to ways in which he could have done better
- c. points to more difficult (previous) jobs in which he was even more successful
- d. accepts the compliment with justifiable pride and appreciation of the "praiser's" goodwill
- e. suspects the "praiser" of having ulterior motives underlying this "flattery"

2.98 Which of the following attitudes toward the self is most acceptable?

- a. a strong conviction of one's ability to do most things right
- b. faith in one's ability to reach important goals
- c. projection upon others of the blame for one's failures
- d. rationalization of one's failures
- e. a strong realization of one's weaknesses and limitations

2.99 Feelings of inferiority are symptomatic of a discrepancy between one's

- a. competence and his level of aspiration
- b. personal adequacy and his self-concept
- c. personal adequacy and that of his peers
- d. self-concept and his self-ideal
- e. self-concept and the opinions of his peers

2.100 With which of the following would lack of consistency of one's self-concept be most detrimental to maximum self-realization?

- a. within itself
- b. with reality
- c. with the opinions of others
- d. with social expectations
- e. with one's past

2.101 Lack of consistency of one's self-concept with reality generally leads to

- a. psychiatric breakdown
- b. a shift in the self-concept — or conflict
- c. a deprivation of maximum self-realization through leading the individual to strive for unrealistic goals
- d. compulsive overachievement
- e. an ever-increasing need for rationalization and other forms of self-deception

2.102 Which of the following statements concerning the self-concept is *not* acceptable?

- a. It promotes continuity and consistency in behavior.
- b. It can be altered under proper conditions of motivation and environment.

- c. It refers primarily to the attitudes the individual has formed toward himself.
- d. It is concerned with one aspect of behavior at a time.
- e. It pertains to the academic as well as the more personal aspects of the individual's life.

2.103 Which of the following statements best represents the importance of the self-concept from the standpoint of the classroom teacher?

- a. It is of direct importance to the teacher in the area of discipline and character formation.
- b. It is primarily of clinical importance and only in a minor way involved in the work of the classroom.
- c. It is of relative unimportance in the case of "normal" children but is crucial in the understanding of maladjustment.
- d. Its value to the classroom teacher is essentially nullified by the relative incompetence of the teacher in the area of clinical insight.
- e. It has direct bearing upon all aspects of behavior with which the teacher is concerned.

2.104 Which of the following teacher procedures would have the most detrimental influence upon children's development of a positive self-concept?

- a. saying, "John, I guess you didn't study your lesson"
- b. saying, "John is poor in arithmetic; Helen, see if you can help him"
- c. accusing John of having stolen money from your desk
- d. telling John in front of his parents that he is lazy
- e. telling John that he is not college material

2.105 Which of the following is the least restrictive condition under which a change in the individual's self-concept can be brought about?

- a. an atmosphere of complete permissiveness
- b. a clinical setting involving the help of a competent clinician
- c. any situation involving adequate motivation
- d. any situation causing the individual to reevaluate his strengths and his weaknesses
- e. any situation involving the individual in a different set of experiences

2.106 According to Snygg and Combs, for a learning experience to be truly educative it is necessary for the student

- a. to have a positive concept of self
- b. to be relatively free of anxiety
- c. to work toward set goals of achievement
- d. to become self- or ego-involved in the experience
- e. to be favorably disposed toward its contents

2.107 The adage "Believing is seeing" is a prime example of the concept of

- a. the self-ideal
- b. selective perception
- c. repression
- d. perception in the gestalt sense
- e. perceptual rigidity

2.108 When individuals faced with the same situation behave differently, one can assume that

- a. they have learned different ways of dealing with their environment

- b. they react to the phenomenological (rather than the physical) aspects of the situation
- c. they differ from the standpoint of their needs
- d. their behavior is governed by habit rather than by rational appraisal of the situation
- e. intellectual differences cause them to see the situation differently

## C. Motivation in School

### Role of motivation

### Incentives

### Educational implications

2.109 Whenever an individual learns anything, it is safe to assume that

- a. extrinsic motivation must have been present
- b. conscious motivation must have been present
- c. unconscious motivation must have been present
- d. some form of motivation must have been present
- e. none of the above was necessarily present

- b. motivation
- c. organization of classroom activities
- d. public relations with parents
- e. grading and reporting

2.110 Research in industry has shown that management's concern for employee welfare frequently results in a tremendous increase in employee output. The principle (or law) most clearly illustrated thereby is that of

- a. effect
- b. exercise
- c. motivation
- d. reaction time
- e. readiness

2.114 As it applies to the classroom, the teacher's task in motivation is essentially a matter of

- a. arousing needs in the children
- b. creating new interests
- c. awakening an inert audience to the challenge of academic pursuits
- d. channelling the energies of live and alert children into constructive activities
- e. placing attractive incentives within reach of children

2.111 Research on motivation in relation to the usual school learning situation has shown

- a. that conscious motivation is essential to all learning
- b. that an increase in motivation is usually accompanied by a corresponding increase in the effectiveness of learning
- c. that motivation results in better learning only through promoting greater persistence at the task
- d. that motivation is of minor importance except in routine drill work
- e. conflicting results except in monotonous tasks where it exerts a beneficial effect

2.115 Which of the following is the least adequate ally upon which the classroom teacher can count in the "motivating" of school children?

- a. the motives always present in the child
- b. the social reinforcement of the group
- c. the need for social recognition and self-esteem conditioned into the child
- d. the child's inbuilt desire to grow
- e. the child's natural fear of punishment

2.112 Which of the following is the least acceptable statement concerning motivation?

- a. A motive is any condition within the learner that arouses and directs activity.
- b. Motives exist within the learner.
- c. Motives develop as a result of experiences.
- d. The relative strength of a motive remains essentially constant within a given individual.
- e. Habits constitute a common form of motives.

2.116 Behavior depends upon motives. As it applies to the classroom, the teacher's responsibility in this connection is

- a. to interfere as little as possible with the child's present motives
- b. to provide the child with acceptable motives
- c. to harness the child's present motives in the attainment of the goals of the school
- d. to adapt the school's curriculum to the motives of the child
- e. to adapt the child's motives to the goals of the school

2.113 It is generally agreed that teachers are least adequate in the area of

- a. discipline

2.117 For learning to be effective, a goal must be meaningful in terms of

- a. the curricular objectives
- b. the intellectual ideas involved
- c. the learner's needs and purposes
- d. the teacher's plans
- e. the standards of the school



2.118 The strength of motivation in school depends primarily upon

- a. the degree of frustration of the student's needs
- b. the attractiveness of the potential rewards
- c. the anticipated motive-satisfaction strength of the goals involved
- d. the desirability (from an objective point of view) of the incentives
- e. the student's level of aspiration

2.119 The best way to "motivate" a child to learn is

- a. to appeal to his sense of pride and self-respect
- b. to tempt him with praise
- c. to make liberal use of positive incentives
- d. to rechannel the motives he already has
- e. to threaten him with failure and punishment

2.120 As the child grows older, there is a tendency for his interests

- a. to increase in variety
- b. to become restricted to a smaller number of deeper interests
- c. to maintain themselves at the same level as to number but to differ in nature
- d. to remain exactly as before as to both number and nature
- e. to follow a relatively erratic course in the individual case

2.121 The interest of boys in sports involving the expenditure of great physical energy reaches its peak in

- a. early childhood
- b. the preadolescent period
- c. early adolescence
- d. late adolescence
- e. early adulthood

2.122 Most differences in interests among individuals are the product of differences in

- a. age
- b. sex
- c. experiential background
- d. opportunity
- e. potentiality

2.123 A gifted child has so little interest in the work assigned to the class that he either leaves it undone or does it very poorly. The least helpful method of dealing with him would be

- a. to encourage him to read anything that interests him
- b. to give him special assignments
- c. to encourage him to do the work of the next grade
- d. to give him a double promotion
- e. to require him to stay after school to complete his work

2.124 Which of the following is most frequently the cause of failure in a high school course?

- a. inadequate general intelligence
- b. lack of adequate motivation
- c. lack of background knowledge and skills

- d. poor study habits
- e. special intellectual disabilities

2.125 For effective education, the goals of a given unit should be set by

- a. the curriculum maker (to ensure continuity)
- b. the teacher who has contact with the local situation
- c. mutual agreement of pupils and teacher
- d. the pupils acting as a group
- e. each pupil on an individual basis

2.126 Which of the following is *not* necessarily implied in *motivation*?

- a. the frustration of a need
- b. the operation of an incentive
- c. the operation of a goal
- d. a certain feeling of insecurity
- e. previous learning relative to need-satisfaction

2.127 Research in the development of interests suggests that

- a. interests are relatively innate and instinctive in nature
- b. interests are essentially products of environmental opportunities
- c. interests are fairly uniform in any age group of the same sex
- d. interests are directly related to one's abilities and competences
- e. interests are outgrowths of the total personality

2.128 In developing a new topic or lesson, the teacher should begin with

- a. an overview of the subject
- b. some interest already possessed by the student
- c. the teacher's own interest
- d. an explanation of the importance of the subject
- e. a systematic step-by-step progress through the material

2.129 Optimum enjoyment from activity is most probable when

- a. the activity presents no challenge and, hence, can be "just for fun"
- b. the activity is relatively easy for the individual so that it involves no possibility of failure
- c. the individual is challenged a little beyond the limits of his ability
- d. the activity involves the improbable attainment of important goals
- e. the individual is challenged relatively close to the limits of his ability

2.130 In general, the elimination of undesirable interests is most easily effected when it utilizes the fact that interests tend to die when

- a. opportunity for practice is denied
- b. they are no longer effective from the standpoint of the satisfaction of dominant motives
- c. the individual reaches a higher level of maturity
- d. practice is followed by punishment
- e. the individual is presented with the opportunity of developing incompatible interests of a desirable nature

**2.131** The differences in the interests of boys and girls stem primarily from differences in

- a. instinctive predispositions
- b. cultural pressures
- c. endocrine balance
- d. biological factors such as size, strength, etc.
- e. environmental opportunities

**2.132** Which of the following statements about interests is least correct?

- a. Interests are a form of habit motives.
- b. Like other motives, interests need periodic reinforcement in order to be sustained.
- c. Like other motives, they grow out of satisfactory experiences.
- d. Interests frequently outgrow the need from which they sprang and become independent of all needs.
- e. Standardized interest inventories are relatively unsuitable for use in the determination of the interests of elementary school children.

**2.133** Which of the following statements best expresses the relationship between goals and incentives?

- a. They are synonymous from the standpoint of practice.
- b. They, by definition, are different and independent.
- c. A goal belongs to the learner whereas an incentive belongs to the learning situation.
- d. A goal is only a potential incentive but an incentive is always a goal.
- e. An incentive is a potential goal and a goal is a potential incentive.

**2.134** Under which of the following conditions would reliance upon (external) incentives be most educationally sound?

- a. whenever they promote a high level of competition and rivalry
- b. whenever their availability is restricted to a small segment of the group
- c. whenever they have the potentiality of becoming goals in themselves
- d. whenever they provide secondary reinforcement of the attainment of desirable educational goals
- e. none of the above; external incentives should be avoided at all times

**2.135** Incentives can be educationally ineffective and even harmful when

- a. they stem from the relationship between the task and the goals of the learner
- b. they become the ends of education rather than the means
- c. they are extrinsic
- d. they are not equally available to all
- e. they have no direct bearing on the situation for which they are offered

**2.136** The functionality of a given incentive is determined primarily by

- a. its inherent value (or attractiveness)
- b. the learner's motives and purposes
- c. the severity of the frustration of the learner's needs

- d. its relative availability
- e. the background of the learner

**2.137** Which is the correct statement concerning needs, motives, goals, and incentives?

- a. An incentive can become a goal.
- b. An incentive can become a motive.
- c. A motive can become a goal.
- d. A goal can become a need.
- e. A need can become an incentive.

**2.138** Objects or conditions which have possibilities in terms of satisfying motives and which can therefore become goals toward which behavior is oriented are called

- a. goals
- b. incentives
- c. interests
- d. motives
- e. rewards

**2.139** Which of the following is the least serious objection to punishment as an incentive in the promotion of learning?

- a. It may have detrimental effects upon the learner's personal and social adjustment.
- b. It may promote anxiety and interfere with learning.
- c. It may promote a barrier between teacher and learner.
- d. It may eliminate wrong responses but only indirectly does it lead to correct responses.
- e. It focuses the learner's attention on the avoidance of punishment rather than on the learning.

**2.140** Which of the following statements best describes the role of punishment as a tool in the hands of the teacher?

- a. It is effective in promoting good classroom discipline.
- b. It is most effective as a motivational device.
- c. Its overuse is likely to arouse anxieties which will reduce learning efficiency and cause the individual to cease trying.
- d. It is effective in developing in children desirable attitudes of respect for authority.
- e. It is effective only when it is impersonal, e.g., the child suffering the natural consequence of his misbehavior.

**2.141** For maximum reinforcement effect, a given reward should

- a. be applied immediately preceding the response
- b. follow immediately upon the response
- c. be applied simultaneously with the response
- d. follow the response only after a substantial delay
- e. be applied at any time within some thirty seconds before or after the response

**2.142** The consensus of modern psychologists relative to the use of competition in the classroom is that

- a. whatever objections to competition exist, they are philosophical, not psychological



- b. competition is invariably harmful to the personality development of some or all of the participants
- c. no matter the possible harm in other areas, the academic benefits that accompany competition justify its use
- d. a graduated series of competitive experiences should be introduced for motivational purposes from the fourth grade on
- e. the objections are to the way competition is handled rather than to competition itself

2.143 Which of the following is least internal, i.e., most readily subject to external manipulation?

- a. attitudes
- b. incentives
- c. interests
- d. motives
- e. needs

2.144 Which of the following statements best describes the relative effectiveness of intrinsic and extrinsic incentives?

- a. Intrinsic incentives are definitely superior.
- b. Extrinsic incentives are generally more effective.
- c. They are both sufficiently equal in effectiveness to warrant the use of both.
- d. Intrinsic incentives are preferred but they can rarely be relied upon in practice.
- e. Intrinsic incentives are definitely better for some children but extrinsic incentives are generally more effective for all children.

2.145 The general consensus concerning the relative effectiveness of intrinsic and extrinsic incentives is that

- a. the teacher should rely on both intrinsic and extrinsic incentives without preference
- b. the teacher should rely on extrinsic incentives since they are more subject to external manipulation
- c. extrinsic incentives are perfectly acceptable provided they are not artificially related to the activity
- d. extrinsic incentives are dangerous when they are related only artificially to the learner's motives
- e. their relative effectiveness is a function of their suitability from the standpoint of the motives the individual has developed

2.146 Which of the following activities most clearly involves the operation of an intrinsic incentive?

- a. joining a club for the prestige it carries in the community
- b. joining a club as a means of establishing important business contacts
- c. joining a group in prayer for the good of one's soul
- d. joining a choir in order to establish one's reputation as a singer
- e. joining the P.T.A. in order to show one's co-operation with the school

2.147 To be effective, an incentive must

- a. be intrinsic
- b. provide immediate satisfaction of the motivating condition
- c. be functionally related to a need or motive
- d. be desirable in itself
- e. be readily attainable

2.148 Which of the following generalizations regarding the use of incentives is the most acceptable in the light of modern motivational theory?

- a. The valence value of a given incentive is a function of the strength of appropriate motives in a given individual at a given time.
- b. Incentives must be used sparingly if they are not to lose their effectiveness.
- c. Intrinsic incentives are more likely than extrinsic incentives to lose their effectiveness with repeated use.
- d. Although they generally promote some learning, incentives are usually detrimental to the overall growth of the child.
- e. The extent to which incentives are used in the classroom is suggestive of incompetence on the part of the teacher.

2.149 The degree of motivation displayed by students in a given classroom is most directly a function of

- a. the availability of suitable incentives
- b. the sensitivity of the teacher to pupil needs
- c. the assets and liabilities of the students
- d. the relative availability of unsatisfied needs in students to which the teacher can appeal
- e. the appeal inherent in the curriculum

2.150 A certain class in algebra appears to be losing interest in the course. Of the following, the best means of "motivating" them to greater effort is for the teacher

- a. to give them easier assignments
- b. to mark them severely
- c. to bring out the uses of algebra in other courses, vocations, etc.
- d. to give them more meaningful individual and group sub-goals for which to work
- e. to require those who do poor work to remain after school for extra work

2.151 When school children become mischievous, explosive, rebellious, or apathetic, the teacher should first look into

- a. the atmosphere of the home from which they come
- b. the appropriateness of the work assigned and the demands made upon them
- c. the sociometric structure of the class
- d. the undermining influences of the home and community
- e. the co-curricular program and other attractions competing for the children's interest

2.152 In the final analysis, the key to motivation in the classroom is

- a. the interest inherent in the subject matter
- b. the teacher's personality
- c. the morale of the school
- d. the emotional climate of the classroom
- e. the suitability of the curricular experiences

2.153 Of the following, the most effective way to "motivate" a student is

- a. to give him more freedom to explore that which already interests him
- b. to indoctrinate him into the values of society and its expectations of him
- c. to expose him to the pressure of his social group
- d. to provide him with the opportunities for satisfying his dominant motives through schoolwork
- e. to make the threat of punishment sufficiently real that he will develop good habits of work

2.154 A sign of approval by the teacher for the child's action would constitute

- a. positive reinforcement
- b. a neutral but effective way of encouraging similar behavior
- c. negative reinforcement
- d. an indeterminate level of negative-positive reinforcement in the individual case
- e. a positive measure in personality adjustment, relatively neutral with respect to the specific action involved

2.155 The consensus of psychologists concerning the emphasis upon external rewards and punishment in the classroom is that

- a. such emphasis leads to effective learning
- b. it invariably leads to an excessive use of punishment
- c. children soon learn to work for the incentives rather than for the learnings the incentives are supposed to promote
- d. it tends to overwork the law of effect to the point that it loses its effectiveness
- e. it is part of the autocratic pattern of classroom management and should be avoided in the schools of a democracy

2.156 Which of the following is the least valid argument against relying upon punishment as a motivational device in the classroom?

- a. It frequently arouses anxieties.
- b. It tends to destroy teacher-pupil relationship.
- c. It tends to destroy classroom morale.
- d. It soon loses whatever effectiveness it originally had.
- e. It violates the principle of behavior as purposive.

2.157 Which of the following is the most educationally significant outcome of undue emphasis upon reward and punishment in school?

- a. a high level of academic achievement on the part of pupils
- b. frustration and anxiety on the part of pupils

- c. cheating and other means of attaining rewards and circumventing punishment
- d. the development of negative attitudes toward the various phases of the school program
- e. a high level of inter-member rivalry

2.158 Which of the following statements relative to the use of reward and punishment as determinants of learning in the classroom would be least acceptable?

- a. Sound teaching is essentially a matter of the wise handling of external rewards and punishments in order to promote desired learning.
- b. Learning will be more effective with punishment for both right and wrong responses than with no reinforcement.
- c. Severe punishment can result in a disintegration of the learning act.
- d. The need for external rewards and punishments should be minimal in the case of a motivated individual learning a meaningful task.
- e. The teacher should strive to have rewards and punishments internalized into the activity rather than rely on those which are external.

2.159 Which of the following is the least acceptable statement of the relative motivational effects of success and failure?

- a. Both are cumulative in their effects upon the self-concept.
- b. Both are essentially equal in effectiveness.
- c. Success leads to increased effort but the outcome of failure is hard to predict.
- d. The effects of success and failure may spread from the reaction to which they are directly attached to other reactions both following and preceding them.
- e. The more secure the child, the less harmful failure tends to be.

2.160 With regard to failure in school, teachers would be well advised

- a. to allow children to experience the occasional failure
- b. to allow children to experience frequent failures
- c. to present children with a carefully graduated series of failure situations in order to toughen them
- d. to safeguard the child against all failure situations
- e. to maintain a hands-off policy toward pupil failure; let the child develop his own defense and his own solutions

2.161 Experiments on the level of aspiration demonstrate that people generally

- a. raise their level of aspiration despite persistent failure
- b. raise their level of aspiration after success
- c. maintain a level of aspiration based on their self-concept and independent of success or failure
- d. lower their level of aspiration as a result of persistent failure
- e. set their level of aspiration to the demands of the situation without reference to success or failure



2.162 Experimental studies of the relative effectiveness of positive suggestion versus negative criticism in promoting pupil growth indicate that

- a. both are essentially equal in effectiveness
- b. criticism maintains its effectiveness longer
- c. positive suggestion is more effective for boys than girls
- d. criticism is more effective for the introvert than the extrovert
- e. criticism is more effective for the bright working below capacity than it is for the dull

2.163 In which order are the following forms of motivation arranged from greatest to least in effectiveness?

- a. praise, reproof, no attention
- b. praise, no attention, reproof
- c. reproof, no attention, praise
- d. no attention, praise, reproof
- e. reproof, praise, no attention

2.164 The present tendency concerning the use of competition and rivalry as a motivating force in teaching is

- a. to increase past emphasis as a means of improving standards
- b. to eliminate their use in the primary grades but increase progressively their use as the child gets older
- c. to decrease their use to a bare unavoidable minimum at all levels
- d. to maintain past emphasis but to substitute group competition for individual competition
- e. to decrease past emphasis somewhat and to ensure greater fairness in competition

2.165 The modern consensus concerning the emphasis upon competition in the classroom is that

- a. it should be discouraged because it places children in a position in which they have no alternative but to fail
- b. it should be discouraged since invariably the victory goes to the one who deserves it least
- c. it should be encouraged to promote achievement
- d. it should be encouraged to give children a sense of achievement and status
- e. it should be used but with full awareness of its potentially harmful effects

2.166 When competition is used in the upper elementary grades, it seems best to have

- a. each child compete against one other (specific) child of approximately equal ability
- b. each child compete against the "whole pack"
- c. each child compete against his own past performance whenever this is possible
- d. group competition with pupils assigned to groups at random for the duration of a semester
- e. the boys in the class compete against the girls

2.167 The use of grades as a motivational device in the classroom

- a. invariably results in pupils working for the grades rather than for what they can learn

- b. frequently tends to negate the very purpose for which the school exists
- c. is too unreliable for it to have anything but detrimental effects upon students
- d. is one of the best means of putting motivation on an intrinsic self-perpetuating habit basis
- e. should be emphasized as a means of making grading an integral part of the teaching-learning process

2.168 Even though not conclusive, research on the relative effectiveness of individual and group motivation suggests that

- a. the former is conducive to greater effort than the latter
- b. group motivation is more effective in situations emphasizing problem solving
- c. the relative effectiveness of the two is a function of the nature of the task, the nature of the group and its experiences, etc.
- d. group motivation is more effective in the case of young children while individual motivation is more effective in the case of more mature students
- e. group motivation is more effective in competitive tasks

2.169 Informing students of their score in a given subject has been found to be an effective motivational device for

- a. almost all the children in the class regardless of rank
- b. the top quarter of the class only
- c. almost all the children in the class except those in the lowest quarter
- d. only those students in the class who are strongly motivated
- e. the bottom half of the class especially

2.170 By which of the following incentives are fifteen-year-old boys likely to be most strongly motivated?

- a. teacher and adult approval
- b. peer approval
- c. academic honors
- d. after-school detention
- e. scolding and sermonizing

2.171 If a child seems fatigued from mental work, the teacher should

- a. decrease the amount of work he has to do
- b. provide him with a greater variety of tasks
- c. increase the attractiveness of the rewards to be attained by continuing
- d. increase the severity of the punishments to be avoided by continuing
- e. encourage him to develop persistence by forcing himself to continue despite the fatigue

2.172 Which of the following would likely be first to show the effect of such untoward physical conditions as fatigue, humidity, and heat?

- a. visual acuity
- b. speed of reaction
- c. motivation
- d. general mental efficiency
- e. motor coordination

**2.173** Which of the following statements relative to fatigue in school seems least acceptable in the light of our present knowledge of the subject?

- a. Most fatigue in school seems "psychological" rather than physical.
- b. Fatigue seems less of a problem in the modern "experience curriculum" approach than it did in the more traditional approach.
- c. School fatigue can be easily overcome by teacher enthusiasm and pupil motivation.
- d. Certain "hard" subjects should be placed at certain times of the school day when children are fresh.

- e. Fatigue is most likely to occur in high school when students are in the midst of the preadolescent growth spurt.

**2.174** Long continued mental work tends to result in

- a. a marked loss in satisfyingness with little loss in quality and quantity of output
- b. a marked loss in satisfyingness and quality and quantity of output
- c. a marked loss in quality with little loss in satisfyingness and quantity of output
- d. no appreciable loss in satisfyingness, quality, or quantity of output
- e. a marked loss in quantity of output with little loss in satisfyingness and quality

## D. Principles of Growth and Development

Concept of development

Maturation and learning

Principles of development

Readiness

**2.175** Human development is determined

- a. almost solely by the genetic make-up of the individual
- b. by a complex of inherited and environmental forces
- c. primarily by environmental forces over which the individual has no control
- d. primarily by environmental forces over which the individual has indirect control, e.g., by attending school, he promotes his intellectual development
- e. by an essentially different combination of factors from individual to individual

**2.176** From the standpoint of the number of different nerve fibers, the nervous system

- a. is essentially complete at birth
- b. follows much the same pattern of development as the other aspects of physical growth
- c. follows a pattern of development governed largely by the quality of environmental stimulation
- d. is one of the last aspects of growth to take place
- e. is never complete, even at the time of death

**2.177** The human development approach to teaching stresses the fact that

- a. the child will grow on his own and his natural growth should be interfered with as little as possible
- b. classroom experiences should be coordinated with the maturational rate and sequence of the child
- c. training in the development of a given competence should not be introduced until the child shows a need for such competence
- d. the emphasis in school should be on personal and social development even if it means relative neglect of academic and intellectual growth

- e. the emphasis in the elementary school should be on the concrete and the practical since the child at that level cannot profit from generalizations

**2.178** Modification of inherited predispositions

- a. is limited to inherited behavior patterns
- b. is limited to inherited structural patterns
- c. can take place in both behavioral and structural patterns
- d. cannot take place before birth
- e. cannot take place before a relatively high degree of neuro-muscular maturity is attained

**2.179** Which of the following alternatives describes infant behavior?

- a. differentiated
- b. generalized
- c. innate
- d. integrated
- e. specialized

**2.180** The earliest observable prenatal behavior consists of

- a. instinctive behavior
- b. local reflexes
- c. random activity
- d. whole-body reactions
- e. well-coordinated movements

**2.181** Mass activity which is characteristic of infant behavior is probably best explained on the basis of

- a. the infant's high level of excitability
- b. the relative lack of insulation of the nerve fibers at that age
- c. the infant's high energy level resulting from long hours of sleep and rest



- d. the relatively incomplete differentiation of brain functions at that age
- e. the infant's intense emotions (similar to adults under extreme emotion)

2.182 The term "individuation" refers to

- a. differences among individuals
- b. the differentiation of movements from previously more inclusive or total reactions
- c. the individual's resistance to society's efforts to socialize him
- d. the development of specific aptitudes of varying strength
- e. the development of a personality pattern that distinguishes one person from another

2.183 Which of the following alternatives best explains human behavior?

- a. inherited predispositions
- b. cultural pressures
- c. situational realities
- d. learning and experience
- e. varying degrees of all of the above

2.184 Which of the following would have least effect upon one's behavior?

- a. environmental forces
- b. glandular imbalance
- c. the degree of frustration of one's needs
- d. the individual's potentialities with relation to the demands of the environment
- e. instincts

2.185 Which of the following is *not* one of the characteristics with which Watson postulated all babies were born?

- a. a certain body structure
- b. certain reflexes
- c. certain behavioral predispositions
- d. certain manipulative tendencies
- e. three emotions (love, fear, and anger)

2.186 Which of the following could most clearly be classified as an environmentalist?

- a. Leonard Carmichael
- b. William McDougall
- c. Myrtle B. McGraw
- d. Edward L. Thorndike
- e. John J. B. Watson

2.187 The fact that siblings display greater similarity in most characteristics and behavior patterns than do children selected at random is best explained by the fact that

- a. they have identical heredity
- b. there is greater similarity in their heredity
- c. the experiences which they undergo tend to be more similar
- d. there is greater similarity in both their heredity and their experience
- e. there is greater similarity in the attitudes and the self-concept which they develop

2.188 Which of the following is probably least "instinctive" in nature?

- a. tendency for manipulation

- b. vocalization
- c. fear reaction to loud noises
- d. filial love
- e. eye coordination

2.189 Which of the following are most alike from the standpoint of heredity?

- a. unlike sex identical twin pairs
- b. identical twin pairs
- c. like sex fraternal twin pairs
- d. like sex sibling pairs
- e. like sex parent-child pairs

2.190 Fraternal twins are caused by

- a. the splitting of a fertilized egg
- b. two sperm cells entering one egg cell
- c. one sperm cell fertilizing two egg cells
- d. two sperm cells fertilizing two egg cells
- e. any one of the above combinations

2.191 When a boy grows to a height considerably greater than that of his father, the safest explanation is that

- a. heredity is transmitted through parents but not determined by them
- b. his environment is better than his father had as a child
- c. he may have an overactive pituitary gland
- d. people grow taller each generation
- e. many human phenomena are as yet without explanation

2.192 When Mendel crossed purebred tall pea plants with dwarf pea plants he obtained all tall plants. When he crossed these tall plants with each other, the resulting offspring were

- a. all tall
- b. about half tall and half dwarf
- c. nearly all dwarf
- d. in the ratio of 3 to 1 tall to dwarf
- e. in the ratio of 1 to 3 tall to dwarf

2.193 Which of the following generalizations is most in line with our present knowledge of mendelian principles of heredity?

- a. Siblings, having the same parents, have the same heredity.
- b. Whatever differences exist between identical twins (ignoring unreliability of measurement) are probably best accounted for on the basis of environmental differences.
- c. As a group, children of tall parents are taller than their parents.
- d. More bright children are produced by bright parents than by average or dull parents.
- e. Regression toward the mean would be greatest in the case of children of parents of average status in the trait under consideration.

2.194 The real carriers of hereditary characteristics are

- a. the chromosomes
- b. the genes
- c. the nucleus of the cells
- d. the protoplasm of the cells
- e. the X and the Y chromosomes

**2.195 A male child is produced when**

- a. a male sperm carrying an X chromosome unites with an egg containing an X chromosome
- b. a male sperm carrying an X chromosome unites with an egg containing a Y chromosome
- c. a male sperm carrying a Y chromosome unites with an egg containing an X chromosome
- d. a male sperm carrying a Y chromosome unites with an egg containing a Y chromosome
- e. any of the above; it is a matter of chance

**2.196 Which of the following alternatives does not agree with our present knowledge of the mendelian principles of heredity?**

- a. The offspring derives one-quarter of his heredity from each of his grandparents.
- b. Certain characteristics and traits are dominant, others are recessive.
- c. Certain types of mental deficiency have been traced to the age of the mother at the time of pregnancy.
- d. Female offspring have an X and a Y chromosome whereas male offspring have two X chromosomes.
- e. Color-blindness is a male characteristic; girls are never color-blind.

**2.197 The chief function of the pituitary gland is to regulate**

- a. the absorption of calcium
- b. the appearance of the secondary sex characteristics
- c. basal metabolism
- d. body temperature and appetite
- e. growth

**2.198 The endocrine gland which controls the rate of human metabolism is**

- a. the adrenal
- b. the hypothalamus
- c. the pancreas
- d. the pituitary
- e. the thyroid

**2.199 In the definition of organismic age as a composite of the child's various "ages", which of the following aspects of growth is not included?**

- a. height
- b. dental growth
- c. physical strength
- d. reading ability
- e. mental ability

**2.200 The measure that denotes the degree to which ossification of the bone structure has taken place is the ..... age**

- a. dental
- b. hormic
- c. maturational
- d. organismic
- e. skeletal

**2.201 Which of the following statements is least true of the concept of the organismic age?**

- a. It was recommended by Olson and Hughes.
- b. It involves a composite of the various aspects of the child's growth.
- c. It is of limited practical value to the classroom teacher.
- d. Research has supported the claim of the stability of the concept of the "organismic quotient".
- e. Theoretically, boys and girls of the same age should have equal organismic ages.

**2.202 Maturation refers to**

- a. the changes in behavior resulting from the effects of environmental forces upon inherited structure
- b. the developmental level necessary for effective response to attempts at training
- c. that phase of development which relates to the unfolding of whatever characteristics are incorporated in the genes
- d. the attainment of final status in any one or more of the aspects of growth and development
- e. those aspects of physical growth due to inherited potential

**2.203 Changes in behavior result from**

- a. maturation primarily
- b. maturation alone
- c. learning and maturation, both in important amounts
- d. learning alone
- e. a general process of growth, the contributors to which are relatively unknown

**2.204 Probably the most fundamental aspect of the individual's inheritance is**

- a. his instinctive predisposition toward certain types of behavior
- b. his capacity for growth
- c. his responsiveness to social demands
- d. his ability to modify his developmental pattern through control of his environment
- e. the relative unsatiability of his psychological needs

**2.205 Whatever development an individual displays at a given time is the resultant of**

- a. the experiences he has undergone
- b. the potentialities he has inherited
- c. the interaction of nature and nurture as they apply in his particular case
- d. the social pressures to which he has been subjected
- e. the opportunities for growth available to him

**2.206 Which of the following best describes the extent of the effect of heredity upon development?**

- a. Heredity determines how far we will go.
- b. Heredity determines how far we can go.
- c. Heredity is the primary determinant of how far we will go.
- d. Heredity is the primary determinant of how far we can go.
- e. Heredity is only a minor contributor to how far we can go.



2.207 Which of the following statements best describes the relative influence of heredity and environment upon individual development?

- a. Heredity is more important than environment.
- b. Environment is more important than heredity.
- c. Both are of relatively minor importance.
- d. The two are integrally related in function in the growth process.
- e. The relative influence of each is an individual matter which does not lend itself to generalization.

2.208 Which of the following is true of environmental influences upon early development?

- a. Environment exerts no influence upon development until after birth.
- b. Environmental conditions cannot affect the child in the womb of its mother.
- c. Deliberate attempts to modify natural behavior patterns should be postponed till the child is relatively mature and more able to profit from instruction.
- d. Environmental influences can effect changes in "natural" behavioral patterns but cannot produce any change in inherited structural patterns.
- e. Whatever modification in inherited behavioral pattern which environment can effect has to be within the framework of the organism's inherited structural pattern.

2.209 Which of the following aspects of the individual's development is most clearly defined by heredity?

- a. the direction
- b. the limits
- c. the level
- d. the rate
- e. the effective time in which training can be given

2.210 Which of the following is *not* characteristic of maturation?

- a. directional tendencies
- b. uniformity of sequence
- c. increasing specificity of behavior
- d. uniformity in rate
- e. inter-relation among the various aspects

2.211 Which of the following statements is *not* true of the inheritance of human traits?

- a. Potentialities of development — not acquired skills, knowledges, and attitudes — are handed down from parent to offspring.
- b. Variation is as much an expected human trait as is conformity to pattern.
- c. A child, because of inherited limitations, cannot exceed his parents in such traits as intelligence, size, strength, etc.
- d. There is a tendency for the offspring of atypical parents to be less atypical than their parents.
- e. The fact that development generally follows the "typical" pattern is as much a function of the consistency of the environment as it is of inherited predispositions.

2.212 The consensus relative to the role of heredity and environment in the development of human traits and characteristics is that

- a. some traits are wholly inherited; others are wholly the result of environment
- b. all traits and characteristics are the result of the interaction of heredity and environment
- c. a few, at least, result from pure chance and are not related to either heredity or environment
- d. there is no way of attributing any trait or characteristic to either heredity or environment
- e. almost all traits and characteristics are essentially inherited

2.213 Which of the following statements concerning heredity is least acceptable?

- a. Abilities which parents acquire, e.g., musical ability, are not transmitted to their offspring.
- b. Heredity and environment are both involved in some degree in producing any and all that the individual has, is, and does.
- c. The structure may be inherited but whether the function of a structure appears or not depends upon the environment.
- d. The fact that heredity is simply transmitted from parent to offspring precludes any improvement in the species as a whole.
- e. Inherited capacity represents a theoretical limit of development that would be attained under optimal environmental conditions.

2.214 The general consensus regarding the effect of the environment upon the development of the individual is that

- a. the individual is at the mercy of his environment
- b. the individual is affected by his environment only to the extent that he deliberately assents to its influence
- c. environment can affect the individual's development only in aspects in which inherited factors are relatively neutral
- d. the individual is affected by his environment but he also has a hand in creating the environment that affects him
- e. environment is generally a common denominator so that its influence can generally be discounted as an explanation of individual differences

2.215 Research into the effects of special environmental influences upon the development of inherited structure and behavior has shown all but which of the following to be true?

- a. The song of a bird, although native, can be changed to that of another species
- b. A response can be conditioned in the human foetus while in the womb of the mother.
- c. Monkeys can be trained to walk upright and humans can be trained to use "all fours" in their habitual walk.
- d. Roosters can be converted into hens capable of laying eggs.
- e. Hens can be converted to roosters complete with comb and leg spurs.

2.216 Upon which of the following does the skill of roller-skating most clearly depend?

- a. maturation of inherited potential
- b. maturation of acquired potential
- c. training almost exclusively
- d. training superimposed upon readiness
- e. interest and opportunity for training

2.217 Which of the following best characterizes the process of growth and development?

- a. It is entirely physical and physiological.
- b. It is predetermined by heredity.
- c. All of its aspects are highly interrelated.
- d. It is essentially smooth and continuous.
- e. It is essentially an individual phenomenon, different from person to person.

2.218 Children who are superior in some characteristic are likely to be

- a. superior in all other traits and characteristics
- b. superior in related characteristics only
- c. superior in any one characteristic selected at random
- d. inferior in other equally important characteristics
- e. inferior in most other characteristics

2.219 By comparison with their age-mates, children of superior intelligence tend to be

- a. frail and sickly
- b. awkward and inept in sports
- c. socially maladjusted
- d. underachievers
- e. one-sided in their development

2.220 Which of the following statements is false? Research on the correlation among abilities has indicated that

- a. a person weak in one area will generally have at least one area in which he can excel
- b. a person weak in one area will generally have compensatory superiority in other areas
- c. an adult with all-round ability is the exception rather than the rule
- d. the inter-correlation among traits measured by common tests is generally positive but low
- e. the correlation between mental and physical traits decreases from infancy to adulthood

2.221 The rate of growth is most rapid

- a. in adulthood
- b. at puberty
- c. before birth
- d. during the first six months of life
- e. either b or c depending on whether growth is measured on an absolute or relative basis

2.222 Which of the following is *not* one of the fundamental principles of embryonic growth in structure and function?

- a. cephalo-caudal
- b. controlled to violent
- c. general to specific
- d. proximo-distal
- e. wholehearted to graduated

2.223 John, age 5, tends to repeat a particular act over and over, then move on to another act which, in turn, he repeats again and again. His behavior indicates

- a. he is overly susceptible to habit formation
- b. he tends to have persistence and will power
- c. he feels insecure and is suffering from "tunnel vision"
- d. he is probably mentally retarded and lacking in imagination
- e. nothing unusual; this is the normal pattern for the process of development

2.224 Directional tendencies in development of physical structure are best described as proceeding from

- a. head-to-tail, outward-inward, general-to-specific
- b. head-to-tail, inward-outward, general-to-specific
- c. tail-to-head, inward-outward, general-to-specific
- d. head-to-tail, inward-outward, specific-to-general
- e. none of the above is correct

2.225 Which of the following is not a currently accepted principle of development?

- a. The younger the child, the more he does everything of which he is capable.
- b. Various organs and parts of the body grow at different rates, i.e., at any given age, display varying degrees of relative maturity.
- c. Development is characterized by frequent reversions to an earlier level of performance.
- d. Early modes of behavior frequently persist past the point at which they are needed or appropriate.
- e. The final level of development attained is the same for all regardless of individual differences in the rate of development.

2.226 In the sequence of locomotor development, local reflexes first appear

- a. in the early stages of prenatal life
- b. in the later stages of prenatal life
- c. shortly after birth
- d. around 6 months after birth
- e. when the insulation of nerve fibers by the myelin sheath is relatively complete

2.227 In which of the following areas are sex differences around age 11 greatest?

- a. physical strength
- b. fine muscular coordination
- c. personality development
- d. intellectual development
- e. height and weight

2.228 The most accurate of the following statements is:

- a. Boys mature faster than girls.
- b. Girls mature faster than boys.
- c. The majority of girls mature more rapidly than the majority of boys.
- d. The majority of boys mature more rapidly than the majority of girls.
- e. There are no general differences in the rate of maturation of boys and girls.



2.229 The most striking characteristic revealed by research into the various aspects of growth is

- a. the wide variation that exists among children of any given age
- b. the smooth and steady progression
- c. the wide variation existing among socio-economic and cultural groups
- d. the considerable sex differences that exist at any age
- e. the extent to which growth is dominated by inherited predispositions

2.230 The problems faced by the school as a result of the earlier puberty of girls are especially crucial in the area of

- a. the intellectual changes that accompany the sudden body changes
- b. social needs and adjustment
- c. personality maladjustment
- d. glandular and other physiological changes
- e. health and physical education

2.231 Training in advance of "normal" maturation is generally

- a. highly beneficial with respect to the performance of the common skills
- b. beneficial from a long-range point of view
- c. harmful from an overall point of view
- d. harmless but essentially a waste of time
- e. beneficial or harmful depending on the method used in training

2.232 Co-twin studies of the feasibility of early training in the area of locomotor development have shown that

- a. specific practice leads the trained twin to forge ahead in all motor functions
- b. the advantages of early training appear only in the more complicated skills
- c. early training does not appear to be beneficial in ideational tasks
- d. early training is essentially a waste of time and is often harmful
- e. schools need to be cautioned against introducing readiness exercises too soon

2.233 Which of the following is most likely to result from attempts at the early training of the preschool child?

- a. frustration
- b. increased proficiency
- c. attitudes of self confidence
- d. a negative self-concept
- e. none of the above necessarily

2.234 The success of a learning experience from an overall modern educational point of view depends primarily upon

- a. the readiness of the learner
- b. the atmosphere of the learning situation

- c. the personality of the teacher
- d. the motivation of the learner
- e. the degree of participation of the learner

2.235 A reading readiness test is designed principally to appraise

- a. the child's present reading proficiency
- b. a wide variety of factors which could be combined under the term "reading aptitude"
- c. social and emotional maturity essential to learning to read
- d. the extent to which the child has the necessary ability to concentrate
- e. what the child has learned prior to his coming to school

2.236 Research has constantly demonstrated that the best single index of readiness for a given academic task is

- a. the IQ
- b. the AQ
- c. the MA
- d. the CA
- e. the EQ

2.237 Parents often lack norms on the basis of which to evaluate the growth and development of their children. Evaluate each of the items below according to the deviations, plus or minus, from the "normal" pattern of development as follows:

- a. severe retardation or abnormality
  - b. late maturation, minor deviation
  - c. normal or average
  - d. early maturation, slight superiority
  - e. definite precocity or superiority
1. 2-year-old boy does not walk alone
  2. 8-month-old baby says, "ma-ma"
  3. 4-month-old baby cannot hold up his head
  4. baby at birth can hang with his hands clasped on a small bar
  5. 12-month-old baby can roller skate
  6. 4-year-old boy can count to 100
  7. 3-year old can read
  8. 2-year old is toilet trained
  9. baby born prematurely after 7 months of pregnancy weighs 8 pounds
  10. 4-year-old girl has a spoken vocabulary of 150 words
  11. 20-year old has a mental age of 15
  12. 6-year-old boy is 38 inches tall
  13. 4-year old tells "tall tales"
  14. 13-year-old boy has not yet reached puberty
  15. 16-year-old girl has no friends, is seclusive, unhappy
  16. 8-year-old girl is the teacher's pet; a model girl in school
  17. 5-year-old boy cannot concentrate for long periods of time, even at play
  18. 5-year-old boy plays Chopin and Mozart on the piano
  19. 6-year-old repeats over and over again each new word he hears

2.238 The reason effective teaching of a new topic calls for checking into what the class already knows about related material is

- a. to avoid unnecessary duplication
- b. to use it as a starting point for further learning
- c. to give the students a sense of accomplishment and progress
- d. to increase their interest in the new material
- e. to provide the necessary remedial work so that everyone starts at the same point

2.239 Readiness of a child for a specific school subject depends primarily upon

- a. his physiological maturity
- b. his work in the previous grade
- c. his experiences in general
- d. such psychological factors as motivation and his self-concept
- e. none of the above alone

2.240 The concept of the readiness of the learner is one of fundamental importance to teachers of

- a. kindergarten primarily
- b. grade one primarily
- c. any new topic or activity
- d. children with academic difficulties
- e. any child who does not seem to respond to instruction

2.241 Which of the following is least crucial as an aspect of reading readiness?

- a. a certain level of mental development
- b. a chronological age of six years, six months
- c. eye coordination sufficient to permit clear perception
- d. a certain background of experience
- e. favorable attitudes toward reading

2.242 Diagnosing readiness for reading is made simpler for the modern teacher by the fact that

- a. if a child has a mental age of 6-6, he can be safely assumed ready to read
- b. readiness is a thing that is developed through reading so the child can be encouraged to read from the start
- c. readiness is a general concept; if a child is ready for a given activity, he is also ready for most of the activities expected of him
- d. he can proceed by trial and error, giving the child whatever exercises he seems ready for and being guided by the relative adequacy of his responses
- e. there are many relatively fool-proof tests available with which to measure readiness for reading

2.243 The basic assumption underlying the theory and construction of reading readiness tests is that

- a. every child has had some previous experience with reading

- b. a critical score can be set that will separate those who are ready for reading and those who are not
- c. the instruction must be varied with different levels of performance
- d. certain aspects of growth can be appraised that have bearing upon the child's likely success in beginning reading
- e. reading calls into play a unitary mental process which can be appraised in advance with relative validity

2.244 The ratio of boys to girls in need of remedial reading at the primary level is approximately

- a. one to three
- b. three to one
- c. one to one
- d. six to one
- e. ten to one

2.245 Which of the following situations is least symptomatic of a lack of readiness for beginning reading?

- a. The child has a mental age of 6-0.
- b. The child has frequent lapses of attention.
- c. The child cannot concentrate for any period of time.
- d. The child does not have experiences to which to relate what he reads.
- e. The child frequently substitutes a word of similar meaning for a word in his reader.

2.246 According to the norms set by Gesell and his co-workers, which of the following motor self-help skills would be characteristic of the 24-month old child?

- a. He is able to unbutton all front and side buttons.
- b. He cooperates in his dressing by extending arm or leg.
- c. He can remove his shoes if the laces are untied.
- d. He attempts to lace his shoes but usually does it incorrectly.
- e. He distinguishes between "front" and "back" of clothes.

2.247 Experts recommend that parents delay toilet training to the end of the second year because, before age 2,

- a. the child does not understand what is expected of him
- b. the child does not understand the desirability of toilet training
- c. the proper neural development that would make such training possible has not taken place
- d. the time and effort required are out of proportion to the gains to be derived
- e. the child will learn on his own when the time comes

2.248 The age at which a certain developmental task is mastered depends upon

- a. cultural expectations



- b. environmental opportunities
- c. physical development
- d. spontaneous physiological maturation, e.g., puberty
- e. none of these alone

2.249 The concept of "developmental tasks" refers to

- a. learnings which are prerequisites to enrollment in the first grade if success in reading is expected
- b. learnings which the social group expects all members to master at a certain age
- c. learnings which must be completed before maturity
- d. learnings which depend primarily upon the maturation of inherited structure
- e. skills, the mastery of which depends almost exclusively upon physiological maturation

2.250 For the maximum self-realization of the individual, a given developmental task must be mastered

- a. as early as possible
- b. before the child leaves school
- c. any time before maturity
- d. at the time the social group expects its mastery
- e. any time that is propitious

2.251 Which of the following is *not* a major developmental task of the adolescent period?

- a. the formulation of a personal philosophy
- b. the development of social competence
- c. emancipation from adult control
- d. the attainment of emotional independence from adults
- e. the achievement of heterosexual adjustment

## E. Physical Development

Nature of physical growth

Body build

Handedness

Educational implications

2.252 Physical size (within a given age group) has been shown by research to be related to all but one of the following:

- a. socio-economic status
- b. wars and depressions
- c. mental age
- d. IQ
- e. motor coordination

2.253 One of the major conclusions of the Harvard Growth studies is that

- a. terminal status can be determined with considerable accuracy from early developmental patterns
- b. all aspects of growth are sufficiently interrelated that the measurement of one gives a relatively good index of the status of the others
- c. mental and physical development are essentially individual affairs
- d. any aspect of growth temporarily accelerated, by taking an undue share of the total growing energy, automatically causes a temporary retardation in the other aspects
- e. the classification of individuals into body types can be done with a substantial degree of accuracy even during the period involving the pre-adolescent growth spurt

2.254 To what extent can the adult height of a child be predicted?

- a. Height in childhood bears no relationship to adult height.
- b. A child can be expected roughly to retain his relative rank in height from childhood to adulthood.
- c. A tall child inevitably becomes a tall adult; a short child a short adult.

d. The height of a child as he becomes an adult is determined by his environment rather than by his present height.

e. The adult height of a child can be predicted from the height of his parents more accurately than from the child's height at any time in his development.

2.255 What effects are temporary periods of deprivation and illness likely to have upon the child's physical growth?

- a. none whatsoever
- b. only temporary retardation soon dispelled by more rapid growth
- c. considerable temporary retardation which is only partially overcome
- d. substantial temporary retardation which is never overcome
- e. substantial temporary retardation which generally becomes cumulative

2.256. Children frequently fall behind not only the physical growth of their peers but also their own growth pattern. This is best explained on the basis that

- a. the child is temporarily stunted because of some lack in his diet or other vital aspect of growth
- b. the child needs more exercise in order to stimulate his growth
- c. the rate of the child's growth is an individualistic affair which does not fit any predetermined group pattern
- d. growth in the individual case is generally a series of spurts and partial stops rather than continuously smooth progress
- e. one's endocrine balance is constantly undergoing adjustment, thereby affecting growth

**2.257** The rate of a child's physical development depends

- a. entirely upon his inherited structure
- b. primarily upon inherited structure as modified by environmental influences
- c. primarily upon environment but bounded by a range of inherited limitations
- d. upon both heredity and environment in equal proportions
- e. upon both heredity and environment in relatively haphazard amounts in each individual case

**2.258** Physiological age is an index of

- a. the time interval which has elapsed since the individual's conception
- b. the degree of maturation of body organs
- c. the degree of ossification of the bones of the body
- d. the degree of balance attained by the endocrine glands
- e. the overall maturation of the individual — physical, motor, social, emotional, mental, academic, etc.

**2.259** Which of the following represents the average weight at birth of a full-term baby?

- a. boys, 6 pounds; girls, 6 pounds
- b. boys, 10 pounds; girls, 8 pounds
- c. boys, 11 pounds; girls, 11 pounds
- d. boys, 9 pounds; girls, 10 pounds
- e. boys, 8 pounds; girls, 7 pounds

**2.260** At birth, which of the following is closest to its final adult level?

- a. the number of brain cells
- b. brain weight
- c. length of the arms and legs
- d. leg-to-trunk ratio
- e. the number of bones in the body

**2.261** The Wetzell Grid and the NEA-AMA (Meredith) Charts are designed to

- a. check visual defects
- b. record general development
- c. check motor coordination
- d. measure physical development
- e. calculate the correlation among individual traits

**2.262** The fetal period in humans is generally considered as lasting

- a. from the end of the second month of conception to birth
- b. from conception to birth
- c. from the first month after conception to birth
- d. from conception to the twelfth week of pregnancy
- e. through the last two months of pregnancy

**2.263** Which of the following is true of the "normal" distribution?

- a. Scores are distributed into categories of "normal", "below average", and "above average".
- b. More scores fall below the average than above.
- c. Scores tend to extend further above the average than below.

- d. Scores become progressively less frequent as they deviate progressively further from the average.
- e. It pertains only to the distribution of biological (physiological) data.

**2.264** The greatest differences in height of children during the growing period are found

- a. from one age level to the next
- b. from one grade level to the next
- c. within a given age or grade level
- d. between boys and girls of the same age or grade
- e. between children of the same age but of different racial or socio-economic background

**2.265** The average age at which adolescents reach adult height is approximately

- a. 16 for boys, 14 for girls
- b. 14 for boys, 16 for girls
- c. 16 for both boys and girls
- d. 16 for girls, 18 for boys
- e. 18 for girls, 16 for boys

**2.266** The average age at which adolescents attain sexual maturity (puberty)

- a. is 9 for girls, 11 for boys
- b. is 11 for girls, 13 for boys
- c. is 13 for both boys and girls
- d. varies greatly with geographic region and socio-economic status
- e. ranges from 9 to 13 for girls and 10 to 14 for boys

**2.267** Which one of the following is the most correct statement concerning the educational implications of sex differences in the rate of physiological maturation?

- a. Sex differences are practically nil and of no educational significance.
- b. Although real differences exist, they are of little concern to educators.
- c. Sex differences present such problems as to warrant the separate education of boys and girls.
- d. The problem of the earlier puberty of girls is such as to justify the acceleration of girls by a grade or two by junior high school.
- e. Although real differences exist, such variations exist within each sex as to preclude an easy solution except on an individual basis.

**2.268** The adolescent period is sometimes a period of disorganization and conflict largely because

- a. adolescents have such varied and conflicting interests at this time
- b. adolescents forget much of what they have previously learned in school
- c. social demands made upon adolescents are frequently in conflict with their changing needs and purposes
- d. the rapid physiological growth occurring at this time is a drain on the mental resources of the adolescent
- e. the rapid changes in body chemistry occurring at this time necessitate a rapid readjustment to a vastly changed environment



2.269 Which is the correct statement concerning sex differences in height?

- a. Boys are taller than girls of the same age except at age 15.
- b. Boys are consistently taller than girls of the same age.
- c. Most significant is the great range of differences within each sex rather than the difference between sexes.
- d. There is no consistent sex difference in height.
- e. When growth is measured as a fraction of final height, the height of boys and girls follow almost identical patterns.

2.270 The adolescent's attempt to emancipate himself from parental control and supervision

- a. is generally restricted to attaining freedom to do as he pleases in his social relationships only
- b. is generally oriented toward securing independence in financial matters only
- c. is generally symptomatic of the normal course of growing up
- d. generally stems from rebelliousness arising out of poor parent-child relationships
- e. is generally oriented toward obtaining complete personal independence

2.271 The best method of dealing with the adolescent who is very awkward is

- a. to make good-natured fun of his awkwardness
- b. to be mildly but not overly sympathetic
- c. to ignore him and his awkwardness until he attains greater coordination
- d. to pressure him into practicing the acts in which he appears awkward
- e. to refer him for medical help

2.272 From a psychological point of view, the most important of the physiological changes generally associated with the prepubescent growth spurt is

- a. the attainment of adult height and weight
- b. the attainment of sexual maturity
- c. a readjustment of body proportions, e.g., leg-to-trunk ratio
- d. the development of acne and other skin blemishes
- e. increased stamina and relative freedom from disease

2.273 In Sheldon's classification of body types, which of the following combinations refers to the "Superman"?

- a. mesomorph — viscerotonic
- b. endomorph — cerebrotonic
- c. ectomorph — viscerotonic
- d. mesomorph — somatotonic
- e. ectomorph — cerebrotonic

2.274 A person who is an endomorph is most likely to suffer from

- a. anemia, frailty, and/or ill-health
- b. obesity
- c. hyperactivity
- d. hypersensitivity
- e. indecision and internal conflict

2.275 A somatotype of 5-2-2 would refer to an individual who is

- a. primarily an endomorph with a trace of mesomorphic and ectomorphic characteristics
- b. primarily a mesomorph with some of the characteristics of the endomorph and the ectomorph
- c. an ectomorph with average tendencies toward mesomorphy and endomorphy
- d. taller than average but of relatively slender build
- e. short and stocky with definitely superior muscular strength

2.276 Beanpole is to ectomorph as

- a. rolypoly is to viscerotonic
- b. Tarzan is to endomorph
- c. Superman is to mesomorph
- d. rolypoly is to cerebrotonic
- e. mesomorph is to somatotonic

2.277 The greatest contribution of Sheldon's concept of somatotypes is the relating of body types to

- a. susceptibility to certain diseases
- b. intellectual levels
- c. temperament
- d. personality adjustment
- e. the self-concept

2.278 Which of the following statements best expresses the validity status of Sheldon's concept of body types?

- a. It is acceptable only in the case of extremes, e.g. 711, 171, or 117.
- b. It is more valid in the case of men than of women.
- c. It appears valid only in the case of the endomorph.
- d. The evidence is conflicting.
- e. It has considerable empirical support.

2.279 The general consensus based on research on the subject of handedness is that

- a. a child is born either left-handed or right-handed
- b. the majority of left-handed children who have been changed to the use of their right hand (for whatever reason) stutter
- c. the advantages of being right-handed are probably not sufficiently great to warrant the risk of speech difficulty that sometimes attends a change in handedness
- d. almost all children should be made to develop skill in writing with their right hand
- e. whatever attempts are made to effect a change in the child's handedness should come before he enters Grade One or never

2.280 The modern consensus concerning left-handedness is that it stems from

- a. heredity (a mendelian trait)
- b. the dominance of the right hemisphere of the cerebellum
- c. early training in the use of the left hand
- d. chance use of the left hand in the early moments of life
- e. none, any, or all of the above; there is no universally accepted position

**2.281** Which of the following is most true with respect to handedness?

- a. Hand preference can be changed with ease if the change is forced early in life.
- b. Changes in handedness are possible with all children — without harm.
- c. Handedness appears to be governed to some extent by heredity.
- d. Handedness is a cultural — not a physiological — phenomenon.
- e. Hand preference appears in the first few days of life.

**2.282** The most acceptable policy concerning changing left-handed children to the use of their right hand is:

- a. Do not attempt such a change; it will lead to speech difficulties.
- b. Teach left-handed children to write with their right hand.
- c. Have left-handed children use their right hand in all uni-manual tasks.
- d. Encourage such a change but not to the point of creating insecurity in the child.
- e. Encourage a change only in children who are essentially ambidextrous.

**2.283** Which of the following statements of the relations between handedness and stuttering is most acceptable?

- a. More left-handed children stutter than right-handed children.
- b. Stuttering is relatively rare among left-handed children who have been made to change hands.
- c. Experts agree that all left-handed children should be taught to write with their right hand.
- d. When stuttering occurs in connection with a change of hand it is probably only an indirect result of the change.
- e. Changing hands causes stuttering through disturbing the balance between the two hemispheres of the cerebellum.

**2.284** The teacher who has a child who stutters should

- a. help him by supplying the words he is trying to say
- b. have him take part in all of the oral activities of the class
- c. provide special situations in which his sense of worth is built up
- d. enlist the help of the other children in correcting him
- e. give him word drill on the words on which he stutters

**2.285** What effect does the adequacy of the individual's body have upon the satisfaction of his needs?

- a. It affects the satisfaction of his physical needs only.
- b. It has no appreciable effect upon the satisfaction of his needs.
- c. It affects the satisfaction of his psychological needs primarily.

- d. It determines the direction the individual will have to go for the satisfaction of his needs.
- e. It determines the relative degree to which the individual will be able to satisfy his needs.

**2.286** Of the following aspects of a ten-year-old boy's personal attributes, which appears most important in determining his status among his peers?

- a. the socio-economic and financial status of his home
- b. his status with the teacher and other adults
- c. his physical size, weight, and vigor
- d. his intelligence and academic competence
- e. his originality and inventiveness

**2.287** Limitations in the area of one's physical adequacy derive their primary importance from their influence upon

- a. one's self-concept
- b. development in other aspects of growth
- c. the way one affects others
- d. one's ability to satisfy his needs
- e. one's health and physical fitness

**2.288** In general, the number of play activities in which boys (or men) engage actively reaches its peak during

- a. the preschool period
- b. the elementary school period
- c. the junior high school period
- d. the senior high school period
- e. the college and post-high school period

**2.289** Which of the following pertains more to the adolescent crowd than to the childhood play group?

- a. disregard for the socio-economic status of the members
- b. distinct cleavage between the sexes
- c. geographic proximity of the members
- d. strong feeling of group loyalty
- e. enthusiastic participation in sports

**2.290** Which of the following pertains more to childhood play group than to the adolescent crowd?

- a. both sexes represented
- b. concern for values
- c. large differences in physical size among members
- d. physical strength and stamina important for status
- e. social sensitivity

**2.291** Sex differences in motor proficiency during the teen-age period depend primarily upon

- a. differences in the degree of maturation
- b. differences in endocrine balance
- c. differences in environmental opportunities
- d. cultural pressures to fit defined sex roles
- e. differences in energy level, size, and strength



2.292 Which of the following is least acceptable as a goal of the physical activities program?

- a. physical and motor development
- b. social, emotional, and moral development
- c. the satisfaction of basic needs of both participants and spectators
- d. the development of a spirit of rivalry and competitiveness
- e. the development of school spirit and morale

2.293 The primary focus of a good high school health instruction program should be on

- a. an understanding of bodily functions and physiological processes
- b. a knowledge of the scientific principles of hygiene
- c. the personal problems of boys and girls
- d. the principles of child care and development (e.g., baby care, first aid, etc.)
- e. the promotion of physical fitness and competence

2.294 Adherence to desirable health practices appears to depend most heavily upon

- a. attitudes
- b. understanding of the logic underlying the rules
- c. drill upon health rules and their observance
- d. reinforcement of the peer group
- e. fear of the consequences of the neglect of one's health

2.295 Although controversial, the best thinking of experts is that physical education in the elementary school should be taught by

- a. the regular classroom teacher
- b. a special physical education teacher
- c. the school nurse
- d. the classroom teacher and the physical education teacher working as a team
- e. the regular teachers but in classes of two or three grades combined and regrouped according to ability and special problems

2.296 According to the present consensus of experts, health education in the elementary school should be

- a. postponed till the upper elementary grades
- b. taught incidentally through other subjects
- c. taught as a special subject by a specialist (as art and music)
- d. approached through emphasis on desirable health practices with a minimum of stress on theory and physiology
- e. replaced by frequent short periods of stand-and-stretch interspersed throughout the school day

2.297 Evaluation of the success of the physical education program in high school should be done on the basis of

- a. student performance on written tests
- b. student performance in the skills taught
- c. the objectives of the program
- d. the physical fitness of the participants

- e. voluntary participation in the after-school program

2.298 The type of college sports most advocated by physical educationists is

- a. competitive sports among individuals
- b. inter-scholastic (varsity) competition
- c. intra-mural sports
- d. social (coeducational) sports
- e. individual (non-competitive) sports

2.299 Which of the following represents the most ideal climatic conditions for a classroom?

- a. temperature 60°F, relative humidity 50%
- b. temperature 72°F, relative humidity 72%
- c. temperature 68°F, relative humidity 25%
- d. temperature 68°F, relative humidity 50%
- e. temperature 75°F, relative humidity 20%

2.300 The primary aim of physical education in the school's program is that of

- a. adding to the school's prestige and esprit de corps through participation in varsity competition
- b. developing physical fitness
- c. providing students with relaxation from academic work
- d. promoting child growth through physical activity
- e. developing athletes

2.301 A child with a physical handicap should be

- a. allowed to enroll in an extra class or a study hall in lieu of physical education
- b. given physically inactive parts in group games (e.g., act as scorekeeper)
- c. made to participate to the best of his ability in the same physical education program as others
- d. given physical education activity adapted to his capacity and needs
- e. put in a special physical education class for handicapped children

2.302 The school's physical education program should be conceived primarily as

- a. a means for satisfying the psychological needs of pupils
- b. a series of planned developmental experiences
- c. a means for improving pupil health
- d. education for leisure time utilization
- e. an interlude of relaxation from academic strain

2.303 Which of the following best describes the primary aim of physical education instruction in the public school?

- a. to make all athletically competent
- b. to develop a few students into proficient athletes
- c. to provide all students with another avenue for the satisfaction of their needs
- d. to supplement the academic program in the pursuit of the goals of education
- e. to channel the release of hostility and aggression and to promote school spirit and morale

**2.304** In deciding what sports schools should teach, preference should be given to

- a. strenuous sports: children need them for physical development
- b. complex sports: the individual can learn the others by himself
- c. milder sports: the individual needs to acquaint himself with sports he can play throughout life
- d. competitive sports: the individual needs a source of need-satisfaction
- e. any sport for which the individual shows aptitude; he needs a chance at success

**2.305** On which of the following bases is play as part of the high school program best justified?

- a. the release of surplus energy
- b. the release of tension
- c. preparation for a career in sports
- d. the promotion of pupil growth in areas not adequately met in the more academic program
- e. need satisfaction for non-scholars

**2.306** The function to be served by competitive sports and functional play as part of the school program is

- a. the satisfaction of social needs
- b. the same as that served by the other phases of the school program
- c. the development of physique, stamina, and good health
- d. the development of attitudes of fair play, integrity, and good sportsmanship
- e. the development of group morale and cohesiveness

**2.307** With which of the following need the physical education teacher *not* concern himself directly?

- a. the promotion of physical fitness
- b. the promotion of emotional and social maturity
- c. the promotion of attitudes
- d. the development of motor coordination
- e. none of the above; all are his direct responsibility

**2.308** As presently constituted, the school program most inconsiderate of pupil needs is

- a. the academic program
- b. the co-curricular program
- c. the sports program
- d. the physical education program
- e. the social activities program

**2.309** Research into the effects of certain health conditions upon efficiency has shown that

- a. improved health conditions, e.g., removal of diseased tonsils usually result in considerable improvement in academic achievement
- b. loss of sleep usually results in decreased output because of a decrease in motivation rather than because of reduced ability
- c. Poor ventilation results in decreased output because of an excess carbon dioxide content of the air
- d. caffeine produces a drop in efficiency in mental tasks generally followed by a period of recovery within a short period of time
- e. in spite of claims to the contrary, the consensus of experts is that smoking causes an appreciable reduction in mental efficiency

## F. Emotional Development

Nature of emotional development

Early emotional development

Common emotions

Educational implications

**2.310** An emotion is best defined as

- a. the individual's response to a situation
- b. a reaction to emotional stimuli
- c. an excited state arising in response to stimuli for which the individual has no adequate ready-made reactions
- d. disorganized behavior resulting from the inadequacy of the individual in meeting the demands of the situation
- e. the display of excessive or irrational behavior as a result of unexpected or intense stimuli

**2.311** Emotional response to symbolic stimuli is primarily the result of

- a. maturation

b. learning

c. adjustment

d. increased alertness to sensory perceptions

e. increased immunity to tangible stimuli

**2.312** By comparison with those of an adult, the emotional responses of the preschool child

- a. involve greater internal bodily changes
- b. involve more overt muscular action
- c. show a lesser degree of disorganization
- d. tend to be more directly oriented toward the stimulus
- e. generally reveal a lesser degree of personal involvement



2.313 The most plausible explanation of the decline with age in the child's overt expression of such emotions as anger is

- a. his increasing ability to use language to express his emotions
- b. the change in the demands made upon him by adults
- c. the social pressures applied on him to act like a grown-up
- d. his realization that he cannot get his way through violent emotional demonstrations
- e. the gradual change in his self-concept resulting from his many and varied experiences

2.314 The aspect of an emotion generally considered most important is

- a. the impulses generally actuated through the skeletal muscles
- b. the extensive visceral changes
- c. the varying degrees of feeling, e.g., pleasure
- d. the general excitement
- e. the degree of equilibrium finally reestablished

2.315 Which of the following statements is the least acceptable regarding the role of stimuli with respect to emotions?

- a. Emotional experience cannot occur without the perception of stimuli.
- b. The strength of the response to an emotional stimulus is proportional to the intensity of the stimulus.
- c. The emotional response to a stimulus is a function of the individual's interpretation of the stimulus rather than of its specific nature.
- d. A given stimulus can give rise to conflicting and contradictory emotions.
- e. Emotional stimuli are generally among the most intense instigators of human behavior.

2.316 The basic element involved in the operation of an emotional stimulus is that of

- a. danger
- b. anxiety
- c. threat to the satisfaction of one's needs and motives
- d. the frustration of one's basic needs
- e. tenseness in the situation encountered

2.317 Moods differ from emotions in that moods are

- a. milder and shorter-lived
- b. more intense and longer-lived
- c. more vague in nature and generally cover a wider area of behavior
- d. more dependent upon immediate stimuli
- e. more likely to be of a negative nature

2.318 Emotions can be considered motives because

- a. they are universal and presumably innate
- b. they initiate and direct behavior toward the attainment of certain goals
- c. they are governed by consciously-recognized stimuli and goal-objects

- d. they stem directly from the frustration of the individual's needs
- e. they are integral parts of the process of adjustment

2.319 Which of the following statements best expresses the relationship between emotions and security?

- a. The two are synonymous.
- b. The two are essentially independent.
- c. Emotional security precludes the occurrence of emotions.
- d. Emotions are directly related to the concept of security.
- e. Insecurity is an outgrowth of unrestrained emotions.

2.320 Emotional states are most closely related to

- a. the brain as a whole, particularly the cerebrum
- b. the duct glands
- c. the endocrine glands
- d. the frontal lobes of the brain
- e. the hypothalamus

2.321 The physiological changes accompanying strong emotions are detrimental to modern man primarily because

- a. physiologically energized behavior is independent of cerebral control and is, therefore, unrestrainable
- b. they are inhibitive of logical decisions upon which modern man must depend for survival
- c. our present culture is lacking in ways in which to release the accompanying energy
- d. they tend to make emotional stimuli cumulative and promote reactions of uncalled-for violence
- e. they place human behavior on a physiological rather than an intellectual basis

2.322 According to the James-Lange theory of emotion, the impulse to act is

- a. the result of the emotion
- b. the cause of the emotion
- c. both the cause and the result of the emotion
- d. the outcome of the increased energy level rather than of the emotion itself
- e. a rational response to the situation governed by the central nervous system

2.323 Which of the following is least concerned in emotional behavior?

- a. the cerebrum
- b. the ductless glands
- c. the smooth muscles
- d. the skeletal muscles
- e. the viscera

2.324 The secretions of the ductless glands are known as

- a. adrenalin
- b. bile
- c. enzymes
- d. hormones
- e. lymph

2.325 With respect to function, the parasympathetic and sympathetic segments of the autonomic nervous system

- a. govern different parts of the body
- b. elicit responses respectively antagonistic and inhibitory
- c. respond to different emotional stimuli
- d. reinforce each other in all situations where one or the other is involved
- e. operate as one in situations where emotions are involved

2.326 The function of the adrenal gland and nerve center of greatest interest to psychologists is that it regulates

- a. the secretion of the duct glands
- b. the secretion of the endocrine glands
- c. the flow of blood sugar to the cells of the body
- d. the strength of neural impulses under conditions of emotions
- e. the basic metabolism of the body

2.327 In the emotion of rage, the pattern of physiological changes is

- a. decreased visceral tonus, decreased circulation, increased skeletal tonus
- b. increased visceral tonus, increased circulation, increased skeletal tonus
- c. decreased visceral tonus, increased circulation, decreased skeletal tonus
- d. decreased visceral tonus, increased circulation, increased skeletal tonus
- e. none of the above

2.328 Which of the following alternatives does *not* characterize the development of emotional expression?

- a. from generalized to specific
- b. from specialized to integrated
- c. from spontaneous to more controlled and less overt responses
- d. from irrational to rational
- e. from many weak emotions to few strong emotions

2.329 Which of the following best characterizes the process of emotional growth

- a. a gradual suppression of all emotional reactions
- b. a restriction of emotional capacity
- c. the acquisition of new emotional capacity
- d. a static situation: emotions are complete at birth and not subject to modification
- e. a gradual substitution of intellectual responses for emotional responses

2.330 Which of the following is *not* true of infantile emotional behavior? The infant

- a. has a limited set of response patterns
- b. lacks emotional depth
- c. displays highly differentiated emotional patterns
- d. responds to fewer stimuli than he will later
- e. throws his whole body into emotional reactions

2.331 Uncoordinated activity as part of emotional expression

- a. decreases as we mature but not to the point of disappearance
- b. disappears automatically with the attainment of adulthood
- c. disappears as a result of the process of socialization to which the individual is subjected
- d. remains at a uniform level at all ages
- e. tends to increase as we mature

2.332 The first pattern of emotional expression to appear in the infant is

- a. fear
- b. general excitement
- c. distress
- d. delight
- e. anger

2.333 According to Bridges' study of the development of emotions, which of the following emotions would come third in the chronological sequence of appearance?

- a. affection
- b. delight
- c. excitement
- d. fear
- e. jealousy

2.334 With the increasing differentiation of emotions that accompanies emotional growth comes a general decrease in

- a. the intensity of any one (individual) emotion
- b. the overt expression of emotions
- c. the number of outlets through which emotional needs can be satisfied
- d. the degree of denial and repression of emotions
- e. the difficulty with which the individual can satisfy his emotional needs

2.335 Psychologists do not agree on which emotional states, if any, are native in humans. Which of the following sets of emotions would they consider least primary from the standpoint of early appearance?

- a. affection-fear-anger
- b. affection for children-joy-jealousy
- c. distress-excitement-delight
- d. anger-disgust
- e. distress-elation-depression

2.336 An early experiment in the development and the removal of fear through the process of conditioning was carried out by

- a. Bridges
- b. Cannon
- c. Coghill
- d. Gesell
- e. Watson



2.337 When individuals show distinct and specifically different types of response from what would appear to be the same emotional stimulus, we may usually assume the difference to result from differences in

- a. learning experiences
- b. instincts
- c. maturation
- d. structural adequacy
- e. perceptual sensitivity

2.338 The close correlation between the fears of children and those of their parents reflects

- a. an inherited sensitivity to certain emotional stimuli
- b. an inherited potential that makes for similarity in in what constitutes a fear stimuli, e.g., physical inadequacy
- c. the influence of heredity on emotional predispositions
- d. the role of imitation as a factor in emotional development
- e. the result of deliberate teaching by the parents as to what their children should fear

2.339 Which is the least plausible of the following suggested explanations of the fact that we cannot recognize with accuracy the emotions the infant is trying to express?

- a. He does not have differentiated emotions to express.
- b. He does not have the motor development needed to express the emotions he has.
- c. The overt expression of an emotion is stereotyped and therefore has to be learned.
- d. His receptors are not sufficiently sensitive to stimuli for him to have differentiated emotions.
- e. None of the above; all are equally plausible.

2.340 The emotional experience which the individual is undergoing is best identified through an analysis of

- a. his facial expression
- b. his introspective report
- c. the physiological changes which occur
- d. the overt behavior which he displays
- e. the total situation from stimulus to reaction

2.341 The best evidence that emotions are learnable is that

- a. most emotions are not present at birth and, therefore, have been learned
- b. emotional responses can be associated with previously neutral stimuli
- c. they increase in intensity and frequency with increasing age
- d. they vary in frequency and intensity with the degree of intelligence of the individual
- e. they provide the typical example of the concept of conditioning

2.342 Probably the most effective way of dealing with anger in children is

- a. to administer swift and sure punishment for any display of anger

- b. to let them get it out of their system
- c. to build up security and competence
- d. to lessen the discrepancy between abilities and aspirations and demands
- e. to help them discover better ways of releasing tension

2.343 Generally the most effective way for parents to deal with the preschool child having a temper tantrum is

- a. to spank him
- b. to send him to his room
- c. to attempt to interest him in something else
- d. to ignore him, if at all possible
- e. to give him candy, etc., to distract him

2.344 The major objection to allowing children to display anger at will is that

- a. it is too frequently rewarded and is learned as a means of solving one's problems in lieu of more adequate solutions
- b. it is an ineffective way of releasing tension
- c. it can be injurious to the physical health of others
- d. it promotes counter-aggression on the part of others
- e. it feeds upon itself and becomes progressively more violent

2.345 Which of the following situations is most propitious for the direct release of feelings of aggression?

- a. classroom competition in academic matters
- b. competition in grades
- c. competitive sports
- d. dramatics and debates
- e. hard work directed at the mastery of tasks rather than individuals

2.346 Probably the stimulus that would best qualify as a "natural" stimulus for the emotion of fear is

- a. furry animals
- b. the dark
- c. falling
- d. pain
- e. any intense and unexpected stimulus

2.347 The modern consensus regarding the use of fear in relation to young children is that

- a. all fear-producing situations should be avoided
- b. fear is desirable as a deterrent to undesirable behavior
- c. fear should be used as a spur to greater achievement
- d. there are generally better ways of promoting desirable behavior than relying on fear
- e. fear soon loses its effectiveness as children reach the middle elementary school grades

2.348 The one essential element in situations involving fear reactions is

- a. insecurity
- b. a potential danger
- c. personal inadequacy and incompetence
- d. previous conditioning to fear stimuli
- e. immaturity

2.349 The preschool child's fear of being alone probably stems from

- a. an instinct of social gregariousness
- b. an innate emotion of fear
- c. conditioning resulting from having been left unattended when hungry, etc., (as a baby)
- d. a basic need for protection and a sense of helplessness
- e. a basic need for affection, belonging, and attention

2.350 The most plausible explanation of the close connection between the emotions of fear and anger is

- a. the common core in their underlying physiological changes
- b. the conditioning resulting from the punishment of the child for the display of anger
- c. their common basis in "distress" (from which they both evolved)
- d. the fact they are identical in nature (except for the overt expression)
- e. the fact that anger generally results in retaliation and subsequent fear

2.351 The most constructive way of protecting the child against the harmful effects of fear is

- a. to forewarn him against the potentially fearsome aspect of a situation
- b. to show him how to deal with fear-producing situations
- c. to help him build up his security and competence
- d. to help him build up a mature emotional outlook on life
- e. to help repress fear and the expression of fear

2.352 Which of the following emotions implies the greatest degree of incompetence and insecurity?

- a. affection
- b. anger
- c. fear
- d. jealousy
- e. hatred

2.353 The problem which most frequently accompanies fear reactions in children is

- a. nail biting
- b. sleep disturbances
- c. stuttering
- d. temper tantrums
- e. persistent crying

2.354 The major argument against too strong an emphasis upon fear in the classroom is that

- a. it inhibits clear thinking
- b. it weakens and suppresses purposive action
- c. it destroys mental and bodily health
- d. it distorts perspective
- e. it creates tension that results in misbehavior

2.355 The overprotected child will tend to display

- a. aggressiveness

- b. defensiveness
- c. immaturity
- d. negativism
- e. rebelliousness

2.356 The most effective way of removing the fear of the dark in a twelve-year-old boy is

- a. conditioning: introducing him to the dark in a setting of pleasant associations
- b. forced contact: push him into the dark and letting him see nothing will hurt him
- c. imitation: letting him see that others do not fear the dark
- d. logical persuasion: convincing him that he has nothing to fear from the dark
- e. strengthening of the self-concept: pointing out how fear is incompatible with the masculine self-concept

2.357 The best way of minimizing the detrimental effects of worry and fear in children is

- a. to urge them not to worry
- b. to provide them with the skills necessary to meet new situations
- c. to protect them from contacts that are likely to result in negative emotions
- d. to give them good example in courage and personal adequacy
- e. to toughen them by presenting them with progressively more difficult situations with which to cope

2.358 Probably the best way of dealing with the child who displays frequent signs of jealousy is

- a. to ignore such behavior whenever possible
- b. to discourage such behavior through punishment
- c. to minimize his contacts with other children
- d. to make him the object of limited favoritism
- e. to provide him with emotional security

2.359 Which of the following best characterizes the first stage in the development of affection?

- a. love for one's mother
- b. love for one's siblings
- c. love for self
- d. love for others without distinction
- e. love for people of one's own age

2.360 The affection of a young child for his parents arises primarily from

- a. chance factors of heredity and environment
- b. close contact in the formative years
- c. his conscious effort to reward those who serve him
- d. the care they bestow upon him
- e. an instinct of filial love

2.361 Between the ages of four and seven, boys and girls

- a. play only with children of their own sex
- b. mingle freely without regard to sex
- c. display highly individualistic tendencies and shun other children of either sex



- d. prefer children of their own sex but will play with both/either if the occasion demands
- e. generally prefer adults to other children as playmates

2.362 If the following stages of the emotion of affection were placed in chronological order of occurrence, which would be third?

- a. chum stage; close friendship with gang of one's own sex
- b. love of parents predominantly
- c. love for one person of the opposite sex
- d. general interest in persons of the opposite sex
- e. many playmates, regardless of sex

2.363 Which is the best explanation of the cleavage between the sexes during elementary school years?

- a. The greater activity and interest in rough play among boys
- b. social customs as to what boys and girls do
- c. differences in physical strength and stamina
- d. greater freedom to roam among boys
- e. differences in interests arising out of endocrine differences

2.364 Which of the following appears to be the most adequate explanation of the occurrence of homosexuality?

- a. arrested development resulting from unpleasant experiences with members of the opposite sex at the time of transition toward heterosexuality
- b. previous attitudes of prejudice, fear, and rejection of members of the opposite sex resulting from inter-sex rivalry during the gang stage
- c. inadequate contact with members of the opposite sex during the transitional period
- d. improper endocrine balance
- e. failure in identification with the like-sex parent

2.365 Teen-age girls occasionally get fits of uncontrolled giggles in the classroom. Such outbursts generally reflect

- a. lax classroom discipline
- b. a tense emotional classroom atmosphere
- c. emotional immaturity
- d. a mild form of nervous (emotional) breakdown
- e. a condition of internal tenseness occasioned by temporary instability of neural control of endocrine secretion

2.366 Probably the best way of promoting sympathy on the part of the child is

- a. having him experience misfortune
- b. having him observe others undergoing misfortune
- c. indirectly through providing him with a sense of security
- d. teaching him the value of sympathy
- e. being sympathetic to his misfortunes

2.367 The school's primary task in connection with the emotional development of the child is

- a. to allow emotions to follow the natural course of development set by heredity
- b. to stress uninhibited emotional expression

- c. to channel emotional expression into constructive activities
- d. to safeguard children against emotional stimuli
- e. to maintain emotional tension at a minimum

2.368 Which of the following effects on behavior is not directly attributable to emotions?

- a. speech difficulties
- b. interference with and/or facilitation of learning
- c. interference with "intelligent" behavior
- d. promotion of mental and physical ill health
- e. none of the above; they are all potential resultants of emotions

2.369 The modern consensus on emotions is that

- a. emotions are an integral part of all learning
- b. emotional tension must be dissipated before effective learning can take place
- c. for effective living, a person must keep emotions completely suppressed by the intellect
- d. the more emotion-free a person can be, the less likely he is to be maladjusted
- e. emotional control and personal adjustment are synonymous

2.370 A teacher confronted with frequent emotional outbursts on the part of pupils should

- a. allow them to release tensions in this way as long as it does not harm others
- b. consider the suitability of the demands made upon them
- c. disregard such outbursts as something "that will pass"
- d. make provision for the children to have such outbursts outside of class
- e. suppress the occurrence of such outbursts through firm discipline

2.371 What is the modern consensus regarding the satisfaction of the needs of the infant and the very young child?

- a. Their needs must be satisfied as consistently and completely as possible.
- b. Their needs should be systematically denied in order to prevent overdependence.
- c. Their needs should be systematically denied as a means of developing frustration tolerance.
- d. The satisfaction of their needs should be arranged at the convenience of adults (e.g., feeding on a schedule).
- e. Whereas their physiological needs should never be frustrated, the satisfaction of their psychological needs is of little import.

2.372 Probably the best way to control such detrimental emotions as despondency, worry, etc., is

- a. to avoid all stimuli associated with such negative reactions
- b. to seek the moral support of others who are undergoing similar emotions
- c. to take an active part in something cheerful
- d. to repress all negative thoughts
- e. to attain intellectual acceptance of the development of negative emotions

2.373 The fact that Americans tend not to display emotions as readily and excitably as do, say, Italians, is probably best explained on the basis of

- a. American emphasis upon "dignity" and reserve
- b. American sense of insecurity
- c. habit
- d. learned conformity to socio-cultural expectations
- e. instinctive differences related to in-breeding

2.374 Which of the following traits would be least characteristic of the emotionally mature person?

- a. enlightened self-interest
- b. genuine liking for himself
- c. suppression of the overt expression of emotions
- d. a high degree of personal integration
- e. general conformity to the moral and social code

2.375 Which of the following effects upon children often attributed to movies, magazines, and T.V. is least psychologically plausible?

- a. the provision of vicarious satisfaction of needs
- b. the elimination of the need to satisfy one's needs in reality
- c. the development of a craving for cheap novels, comics, etc.
- d. the maladjustment and delinquency in our present culture
- e. the provision of a varied experiential background for classroom instruction

2.376 Research concerning sex differences in the emotional adjustment of high school students has shown that

- a. there is no difference in the emotional adjustment of boys and girls
- b. girls tend to be better adjusted than boys
- c. girls tend to have higher maladjustment scores on personality inventories than boys
- d. girls tend to display greater immaturity (as opposed to maladjustment) than boys
- e. the only consistent sex difference in emotional adjustment is that favoring girls of high socio-economic and cultural status over their male counterparts

2.377 Which of the following is most characteristic of the emotionally and socially mature person?

- a. He represses the expression of unhealthy emotions.
- b. He does not experience conflict.
- c. He frequently places the welfare of others ahead of the immediate satisfaction of his needs.
- d. He has made a satisfactory marital and occupational adjustment.
- e. He seeks goals that are realistic in the light of his abilities and opportunities.

2.378 Which of the following is *not* characteristic of the socially and emotionally mature person?

- a. He is relatively free from anxiety and conflict.
- b. He has faith in his ability to succeed.
- c. He has a sense of humor and a positive outlook on life.
- d. He is capable of exercising control in the face of emotional stress.
- e. He makes conformity to social expectations his primary goal.

2.379 Which of the following is most important in promoting personal and social progress and welfare?

- a. emotional maturity
- b. enlightened self-interest
- c. intellectual competence
- d. personal adjustment and happiness
- e. vocational competence

2.380 Which of the following characteristics is most basic to good emotional adjustment?

- a. ability to make friends easily
- b. absence of impulses that might lead to conflict with society
- c. ability to channel one's energies toward the attainment of desirable goals
- d. ability to make a head-on attack upon problems as they arise
- e. a high level of frustration tolerance

2.381 Probably the most effective way of dealing with an elementary school child who is emotionally immature is

- a. to explain to him the immaturity of his behavior
- b. to prevent the rewarding of immature behavior
- c. to punish all display of immature behavior
- d. to enlist the aid of the more mature students in enforcing his conformity to acceptable group standards
- e. to effect his transfer to a younger group

2.382 Which of the following is least acceptable as a major aspect of optimal emotional balance?

- a. adaptation of emotional stimuli and responses to cultural expectations
- b. ability to draw reasonable joy, fun, sorrow, etc. out of life
- c. ability to become violent in defense of life and honor
- d. sufficient control so that emotions do not prevent effective action
- e. depth and breadth of emotional susceptibility

2.383 Immaturity differs from maladjustment from the standpoint of

- a. the intensity of the unacceptable behavior
- b. the scope of the individual's life over which this unacceptable behavior prevails
- c. the age of the individual involved
- d. origin and/or development
- e. relative resistance to improvement



## G. Social Development

Concept of socialization

Aspects of social development

Group dynamics

2.384 The purpose of socialization of the child is that of

- a. promoting personal-social adjustment
- b. developing attitudes, likes, and beliefs
- c. promoting acceptance of group standards and mores
- d. developing patterns of action expected by the social group
- e. promoting learnings necessary for individual and group survival

2.385 The best known study of the development of social participation is that of

- a. Bridges
- b. Dennis and Dennis
- c. Gesell
- d. Parten
- e. Shirley

2.386 Social development is essentially a matter of

- a. conformity to the demands of the social order
- b. the achievement of social security and acceptance
- c. the integration of one's purposes with those of the social order
- d. the development of social skills
- e. self-negation in the service of one's fellowmen

2.387 Conformity to social demands and standards is probably most adequately explained on the basis of

- a. an innate predisposition to the behavior typical of the species
- b. the common core of needs present in all individuals
- c. learning through imitation
- d. the system of rewards and punishments imposed by adult members of the social order
- e. the innate physical and physiological equipment through which the individual must satisfy his needs

2.388 The fact that boys fight and generally display greater aggressiveness than girls is probably best explained on the basis of differences in

- a. endocrine balance
- b. social expectations
- c. physical size, strength, and energy level
- d. inherited character predispositions
- e. a combination of the above factors

2.389 Childhood gangs should be

- a. allowed to operate only within narrow well-defined limits
- b. allowed only within the school

- c. broken up as soon as possible
- d. encouraged with adult supervision and guidance
- e. tolerated as a normal step in the sequence of social and emotional growth

2.390 What is the best way of dealing with vandalism, on the part of a pre-adolescent gang?

- a. breaking up the gang and punishing the leaders
- b. making the leaders responsible for the actions of the members
- c. redirecting the gang's interests
- d. providing closer supervision; enlisting the help of parents
- e. enrolling the gang in a full schedule of supervised activities

2.391 The most fundamental educational agency in the lives of boys and girls is

- a. the school
- b. the church
- c. the home
- d. the community (including TV and newspaper)
- e. the gang or crowd

2.392 A child first displays social behavior when

- a. he plays cooperatively with other children
- b. he recognizes another child or adult from a group of people
- c. he makes different responses to persons than he does to animals
- d. he realizes that he must give in occasionally in order to make friends
- e. considerations outside his ego take precedence over egocentric impulses

2.393 Which of the following characteristics is more typical of the elementary than the secondary school pupil?

- a. ability to ignore group demands and to deviate from group standards
- b. loyalty to a group made up of his peers
- c. insecurity, prejudice, and out-group rejection
- d. search for values and life goals and concern for the future
- e. less emphasis upon individual participation in sports

2.394 Identification as a psychological mechanism serves its greatest purpose with respect to

- a. helping the child recognize objects and things
- b. orienting the child's early social development
- c. preventing juvenile delinquency
- d. releasing hostility through displacement
- e. locating persons whose psychological make-up is sufficiently similar to promote empathy

**2.395** In the process of socialization, the individual adopts the standards and values of the group

- a. with which he has the closest contact
- b. with which he happens to be associated at any given time
- c. upon which he most clearly depends for the satisfaction of his needs
- d. which provides him with the greatest satisfaction of his motives
- e. which imposes the least restriction on his personal freedom

**2.396** The first time at which the child actively identifies himself with a large group and joins effectively in complex forms of cooperative behavior with any degree of regularity is during

- a. the preschool period
- b. the early elementary grades
- c. the upper elementary grades
- d. the junior high school grades
- e. the senior high school grades

**2.397** Socialization of the child is best effected through

- a. exposing young children to the example of socially mature adults
- b. indoctrinating young children in socially acceptable ways of behavior
- c. providing appropriate direction to a few leaders
- d. maintaining a "hands-off" policy — maturation will take care of socialization
- e. approaching the problem through religious and moral training

**2.398** Toward the end of the second year, much of the group play of children is "parallel" in nature. This means that the child

- a. plays near other children but not with them
- b. begins to play cooperatively with other children
- c. duplicates what he sees other children do
- d. prefers to play by himself
- e. plays with small groups of two or three

**2.399** The primary benefit to be gained by the young child from participation in play groups is

- a. an appraisal of his skills in relation to those of others
- b. practice in adjusting to social demands
- c. physical relaxation
- d. physical and motor development
- e. release of tensions

**2.400** Probably the major reason why childhood gangs have such profound effects upon the growing child is that

- a. they constitute a natural step in his sequence of growth
- b. they generally involve goals and purposes very closely related to his own
- c. they represent a way-station between adult domination and individual self-direction

- d. children have an inborn need for the approval of their peers
- e. they provide him with security at a time when he needs it most

**2.401** Generally, the best thing for a parent to do who is concerned about his teen-age boy not having made a transition from homosexual (gang) to heterosexual interests is

- a. to insist on a break-up of his gang interests
- b. to encourage interest in "the girl next door"
- c. to "keep out of it"
- d. to provide him with lessons in dancing and other social skills
- e. to arrange parties at his home involving boys and girls

**2.402** The tendency for adolescents to conform to peer standards stems primarily from

- a. their natural tendency toward submission
- b. their previous training in conforming
- c. their need for acceptance and security
- d. their need to remain inconspicuous
- e. their inability to provide their own (individual) direction

**2.403** "Clannishness" and "snobbishness" tend to reach their peak in

- a. early childhood
- b. late childhood
- c. early adolescence
- d. late adolescence
- e. early adulthood

**2.404** Probably the most important single factor in the early social development of the child is

- a. his attitudes toward peers and siblings
- b. his identification with the like-sex parent
- c. his relative degree of emotional security
- d. the atmosphere of the home
- e. the social maturity of the parents

**2.405** The most common "model" a child selects is

- a. an older sibling
- b. his parent, a teacher, or a person in authority
- c. a person whose conduct approaches perfection
- d. a person who approximates the child's self-ideal
- e. the person who provides him with the greatest need satisfaction

**2.406** Teachers are often selected as models by their students. The school staff should therefore

- a. consist exclusively of men and women who represent the "academic and scholarly" element of our society
- b. consist of men and women with the same variety of faults and idiosyncracies as is found in the general population
- c. include only people who are paragons of virtue and excellence
- d. include, among others, men whose attitudes, values, and style of life are not strongly masculine



- e. consist of teachers who are living examples of the weaknesses and faults which our society needs to overcome

2.407 Community restrictions on the personal life of the teacher (as currently applied in the average case) are

- a. usually greater in high-class metropolitan communities
- b. greater for men teachers than for women teachers
- c. generally legitimate and in the best interest of teachers and pupils alike
- d. unwarranted and stifling to the best contribution of the teacher
- e. no longer necessary now that the profession polices its own members

2.408 Which of the following would be least acceptable as a major aim of nursery school education?

- a. care of physical needs and training in simple health habits
- b. stimulation of intellectual curiosity concerning the immediate environment
- c. guidance toward emotional control and desirable social attitudes
- d. general promotion of work habits and skills
- e. general weaning from over-sheltering in the home

2.409 The most valid argument in support of the existence of nursery schools as part of the public school system is that

- a. it provides custodial care for children
- b. it permits complete health care for youngsters before they enter Grade One
- c. it promotes the all-round growth of the child
- d. it promotes readiness for school
- e. it makes possible the taking of remedial steps where conditions exist that would impede future school progress

2.410 The primary aim of the nursery school is

- a. to get children accustomed to school routine
- b. to promote social adjustment
- c. to provide custodial care for children of busy mothers so that the latter, refreshed, can be more effective in dealing with them when they come back home
- d. to develop linguistic facility and increase attention span through story telling and sharing of experiences
- e. to provide children with a broad experiential background to which to relate the material of subsequent grades

2.411 Research into the effects of nursery school and kindergarten has shown that, by comparison with those who have not attended, children who have attended show

- a. advantages from the standpoint of social adjustment which continue throughout public school
- b. some advantages in adjusting to the work of the primary grades
- c. only negligible advantages not apparent after the first month of school

- d. some slight disadvantages in adjusting from the free atmosphere of the kindergarten to the more academic atmosphere of the first grade
- e. as many disadvantages as advantages so that the net effect from the standpoint of preparation for school is neutral

2.412 The primary aim of the kindergarten is

- a. to establish habits of work that will facilitate future schoolwork
- b. to prepare for later instruction by introducing the fundamentals
- c. to promote social adjustment and develop "readiness" for school
- d. to help children develop a greater attention span so that they can concentrate for longer periods of time
- e. to accustom children to the formal discipline of the classroom

2.413 Which of the following is generally the greatest determinant of childhood friendships at the elementary school level?

- a. similarity in socio-economic status
- b. similarity in intelligence and academic competence
- c. friendship of the parents
- d. propinquity
- e. similarity in religious and cultural background

2.414 Studies of resistive behavior show that, in general, such behavior

- a. begins shortly after birth and persists at a constant level
- b. disappears about the time of entrance to school
- c. occurs only when parents are autocratic and domineering
- d. reaches its peak at age four with decline thereafter, but never to the point of complete disappearance
- e. reaches its peak in adolescence rebelliousness

2.415 In their behavior toward one another, preschool children tend to show

- a. more friendly than hostile acts
- b. more hostile than friendly acts
- c. more resistive acts than either hostile or friendly acts
- d. more friendly acts than either hostile or resistive acts
- e. about an equal number of each of hostile, resistive, and friendly acts

2.416 In general, those preschool children who make the greatest number of social contacts of a friendly or neutral nature are likely

- a. to be from families in which they are the only child
- b. to be children who are dominated by an older sibling
- c. to display more than average resistant behavior but less than average combative behavior
- d. also to make more contacts of a combative or resistive nature than average
- e. to make fewer contacts of a combative or resistant nature than average

**2.417** Probably the best way of handling the child who displays negativism, e.g., refuses to obey orders, is

- a. to ignore his defiance: it is a natural phenomenon which he will outgrow
- b. to insist on compliance to the same degree as other students
- c. to take every opportunity to praise him for positive attitudes
- d. to avoid giving him orders and to withdraw any order to which he objects
- e. to detain him after school till he does what he has been asked to do

**2.418** Generally the most effective approach to dealing with the child's aggressive behavior is

- a. to punish him when he shows aggressive tendencies
- b. to channel his aggression into legitimate areas of competition
- c. to reward him for friendly behavior and ignore his belligerent acts
- d. to capitalize on occasions when he has been the victim to explain to him why his behavior is unacceptable
- e. to insist that he apologize for his behavior

**2.419** We are inclined to feel most sympathetic toward those

- a. with whom we have no emotional ties of any sort
- b. with whom we can most readily identify
- c. whose misfortunes result from our carelessness
- d. whose misfortunes we have caused
- e. whose misfortunes result from events which bring us good fortune

**2.420** Which of the following individuals is most likely to display sympathy?

- a. the person who feels partial guilt for the predicament of the victim
- b. the person with deep-seated needs of his own
- c. the person with prejudice against the group of which the victim is a member
- d. the person who stands to gain from the victim's misfortune
- e. none of the above is likely to be truly sympathetic

**2.421** Leadership among pre-adolescent boys is most closely related to

- a. mental precocity
- b. physical size and strength
- c. success in school
- d. popularity with members of the opposite sex
- e. fairness in treatment of members of the gang

**2.422** Generally, the best leader is the one who can

- a. draw out the more retiring members of the group
- b. induce all members to make their best contribution
- c. conduct business to a conclusion with the greatest dispatch
- d. give each member the maximum feeling of security and belonging
- e. "lead" the group to the wisest decisions (from an objective point of view)

**2.423** Probably the feature that distinguishes leaders most clearly from non-leaders is

- a. their greater linguistic facility and power of persuasion
- b. their greater initiative, originality, adaptability, and sensitivity to group needs
- c. their greater insight into basic issues and ethical principles
- d. their superiority in intelligence and scholarship
- e. their superiority in height, weight, and general physique

**2.424** The major objection to high school sororities and fraternities is that

- a. they emphasize social class distinctions
- b. they operate under a national charter which poses a problem of freedom from local supervision on certain matters
- c. public schools must make all of their facilities open to all students — no one can be barred
- d. they frequently promote snobbishness and other undesirable traits in violation of the values the school is trying to promote
- e. there is not sufficient demand for such groups in high school

**2.425** The best way of helping a child who is insecure in peer relations is

- a. to help him (through private instruction if necessary) cultivate skills which are in demand in his peer group
- b. to induce him to cultivate reading and other media that will compensate for his lack of social acceptability
- c. to project him at every possible opportunity into contact with more mature persons
- d. to insist on his participation even if unpleasant at first
- e. to allow him to abstain from social contacts for a while so that he later will come back and make a fresh start

**2.426** Which of the following is least likely to be related to advanced social development in a high school student?

- a. physical assets
- b. high social and economic status of the home
- c. skills connected with adolescent activities
- d. amount of previous participation in social activities
- e. distinctly superior intelligence

**2.427** Social maturity is best characterized by

- a. a high degree of integration of one's needs and purposes with those of the social order
- b. a high degree of social competence
- c. a high level of adaptability to social demands
- d. a high level of personal adjustment
- e. ability to win friends and influence people

**2.428** The best criterion of the social adjustment of the preschool child is

- a. his ability to take care of himself and his needs
- b. his apparent happiness with his social status
- c. the number and variety of other children he habitually plays with



- d. his relative freedom from negative and aggressive tendencies
- e. his self-sufficiency and relative independence of adult support

2.429 Boys are more likely than girls to value

- a. conformity
- b. the social graces
- c. getting along with others
- d. motor coordination
- e. gracefulness

2.430 Social adjustment is apt to cause most trouble for

- a. the early maturing boy
- b. the late maturing boy
- c. the late maturing girl
- d. the early maturing girl
- e. early maturing boys and girls

2.431 The classroom organization which is most conducive to the promotion of healthy attitudes toward sex among high school students is probably

- a. co-educational classes in the academic subjects
- b. co-educational classes throughout with emphasis on the subject of responsible family living in the homeroom program
- c. separate classes for boys and girls throughout high school
- d. religious instruction on the subject of sin
- e. separate classes for boys and girls devoted to the subject of responsible family living

2.432 The most common source of sex information for school children is

- a. age-mates
- b. books and other written sources
- c. older siblings
- d. parents
- e. teachers and other school personnel

2.433 Sex education should be oriented primarily toward

- a. answering children's questions on matters of sex
- b. discouraging dating, going steady, and premature interest in members of the opposite sex
- c. making adolescents aware of the dangers of sex activity
- d. promoting in children healthy attitudes toward sex
- e. providing children with knowledge of the physiology of reproduction

2.434 The general consensus concerning sex education in the public high school is that it should be offered

- a. as part of the biology-health course and oriented toward the medical and physiological
- b. as part of the homeroom program and oriented toward the personal-social
- c. as a separate course in responsible family living
- d. as an elective course for boys and girls separately

- e. incidentally in connection with related topics in the regular classes

2.435 Which of the following best represents the opinion of modern psychologists on the problem of sex play in preschool children?

- a. It is a serious matter and should be severely discouraged before it becomes a habit.
- b. It generally results from curiosity and should not be taken too seriously.
- c. It is best ignored.
- d. It is generally best handled through shaming the child.
- e. It should probably be referred to a psychologist early.

2.436 The best school program is one which

- a. places the direction of the learning activities to the decision of the class
- b. provides for all members to make a contribution and receive recognition
- c. provides highly individualized instruction
- d. operates on the premise that some learnings are purely social and others purely intellectual
- e. guarantees each member his unconditional acceptance so that he need not feel any compulsion about making a contribution

2.437 Teachers need to have a thorough knowledge of the principles of group dynamics because

- a. they need to detect when group cohesiveness has reached the danger point
- b. they are to educate children to live in a social group
- c. groups exert a major influence upon the attainment of the goals of education
- d. the modern classroom has become more and more of a group situation
- e. group dynamics is the key to effective classroom discipline

2.438 The best indication of a well-integrated social order is

- a. the solidarity of the group in time of crisis
- b. the commonness of ideology and purpose
- c. the productivity of the members
- d. the community spirit displayed by individual members
- e. the relative absence of socio-economic cleavage

2.439 Which of the following is *not* an acceptable principle of group work?

- a. The right of the majority to rule is incontestable.
- b. When action is necessary, the minority must concede the majority's right to act.
- c. When action is necessary, there must be absolute unity in purpose.
- d. When important problems confront the group, the minority should refrain from voicing its objections lest it jeopardize unified group action.
- e. At no time must group action relieve the individual of his responsibility to make a contribution to group goals.

2.440 Probably the most fundamental basis of the dynamic nature of the classroom group is

- a. the human spirit of competition
- b. a striving for status and self-esteem
- c. a selfish interest in power and prestige
- d. the universal drive for enhancement of the self
- e. the desire for achievement as a means of obtaining teacher and parent approval

2.441 The modern consensus regarding group work in the classroom is that

- a. group activities should be employed wherever possible
- b. group activities should be discouraged as they tend to be disruptive
- c. group activities should be discouraged as they tend to be anxiety-producing for the more insecure children
- d. group activities should be employed only with groups accustomed to such procedures
- e. group interaction should be kept to a minimum

2.442 Role conflict is best defined as

- a. the anxiety resulting from having to strive for incompatible goals
- b. the strains and inconsistencies built into a given role
- c. the internal conflict resulting from allegiance to incompatible roles
- d. the conflict resulting from personal inability to choose between two or more roles
- e. the conflict resulting from the violation of the dominant values of one's role

2.443 Modern teachers feel that a child's acceptance as a member of a group sponsored by the school in or out of the classroom

- a. is a legal right that cannot be denied him in a public school
- b. should be unquestioned if he is to make his best contribution
- c. should be made conditional upon his being a worthy member of the group from the standpoint of standards of conduct
- d. should be made conditional upon his contributing and achieving in accordance with his abilities
- e. theoretically should be left to the decision of the members of the group although the teacher may wish to influence — and at times, to overrule — group decision

2.444 Which of the following is false? Research shows that the stronger the in-group ties

- a. the greater the rejection of the out-group
- b. the greater the conformity of the members to group standards
- c. the more stifling to individual growth towards independence
- d. the stronger the prejudices held by the individual members
- e. none of the above; they are all true

2.445 In the study of group climate by Lewin et al, the all-round growth of the children involved was found to be best promoted by

- a. autocratic control

- b. democratic control
- c. a laissez-faire atmosphere
- d. a combination of the above
- e. none of the above; the results showed all three climates relatively equal in this respect

2.446 When the autocratic teacher leaves the classroom unattended, the students are likely

- a. to become confused as to what to do
- b. to continue work as with the teacher in the room
- c. to work harder than with the teacher in the room
- d. to resort to scapegoating and other forms of aggression
- e. to show immediate and distinct signs of apathy and indifference

2.447 Experiments in democratic classroom management indicate that

- a. democracy is an inherent way of life
- b. children require training and guidance in democratic procedures
- c. such practices result in markedly superior learning
- d. such practices, while theoretically sound, invariably end in confusion and insecurity on the part of some students
- e. such practices are dangerous before age 12 since, before that age, children are not capable of the required leadership

2.448 Probably the greatest reason for the effectiveness of the democratic classroom atmosphere is that

- a. it puts the individual member on the spot to perform his best for the good of the group
- b. it harmonizes with the favorable attitudes the student has already developed with respect to democracy
- c. it permits mutual (inter-learner) support and reinforcement
- d. it enables the stronger students to carry a greater share of the burden of class undertakings
- e. it enables the learner to relate class activities to his particular motives and purposes

2.449 While the group situation is also conducive to effective learning, its major contribution to the goals and objectives of the school lies in the area of

- a. the development of social skills on the part of pupils
- b. the clarification of the goals of society
- c. training in democratic social living
- d. the development of leaders and followers
- e. the maximum welfare of society rather than that of the individual

2.450 Which of the following would best illustrate the democratic type of leader control?

- a. complete non-participation of the leader
- b. complete group freedom in decision-making
- c. complete determination of policy and plans by the leader
- d. group discussion and decision of policy encouraged and assisted by the leader
- e. participation by the leader only upon request



2.451 A wise teacher will permit the classroom group to decide

- a. all classroom issues
- b. all issues in which they alone are involved
- c. all issues in which the decision — right or wrong — will not matter much
- d. academic issues where pupil choice of the means will lead to more effective attainment of desired ends
- e. as few of the issues as possible without destroying pupil initiative and morale

2.452 The most basic factor influencing the morale of a classroom — as of any group — is

- a. the group cohesiveness
- b. the similarity of the characteristics of the group
- c. the emotional climate promoted by the teacher (or group leader)
- d. the goals toward which the group is proceeding
- e. the emotional maturity of the members

2.453 The child reared in the autocratic home is more likely to be . . . . . than the child reared in a democratic home.

- a. aggressive
- b. conforming
- c. curious
- d. original
- e. socially mature

2.454 A free democratic classroom atmosphere is best for

- a. the child with a strong need for guidance
- b. the child from the authoritarian home
- c. the insecure child
- d. the majority of the children
- e. all children

2.455 Which of the following is *not* characteristic of a good group member?

- a. He accepts all ideas advanced by the group as worthy of consideration.
- b. He tries to give the group full benefit of his personal experience.
- c. He consistently cedes to less capable members in order to give them a feeling of status.
- d. He stands up for his views when he feels he is right.
- e. He makes his contribution even though he realizes his contribution may not be accepted.

2.456 Which of the following statements is false?

- a. The "impersonal" teacher is least effective with the insecure child.
- b. The "supportive" teacher is most concerned with providing children with security.
- c. The "autocratic" teacher is most effective with the child from the autocratic home.
- d. The "laissez-faire" teacher is more likely to promote anxiety in students than is either the "autocratic" or the "democratic" teacher.
- e. None of the above; they are all true.

2.457 As children grow older, the rigidity of qualifications for inclusion in social groupings tends

- a. to decrease
- b. to increase
- c. to increase in middle and lower class but not in upper class groups
- d. to remain equally rigid but involve different criteria
- e. to bear no relation whatever to age

2.458 For a girl to be a member of a wealthy family is most valuable in her being accepted socially in

- a. the preschool period
- b. the early elementary grades
- c. the upper elementary grades
- d. the junior high school
- e. the senior high school

2.459 Instruments or techniques that are used to reveal group structure by showing preferences that persons in the group have for each other are known as

- a. personal preference records
- b. projective techniques
- c. rating scales
- d. social distance scales
- e. sociometric techniques

2.460 The primary purpose of sociometric techniques is

- a. to appraise group structure
- b. to appraise individual popularity
- c. to appraise the personal and social adjustment of students
- d. to identify potential leaders
- e. to prevent the formation of cliques

2.461 For which of the following purposes would the use of sociometric data be least appropriate?

- a. in forming work and play groups
- b. in identifying group leaders
- c. in identifying those who might profit from guidance in social adjustment
- d. in determining the extent of group cohesiveness and spirit
- e. in determining the cause of a student's social problems

2.462 A sociogram is

- a. a calendar of the school's social events
- b. a diagram outlining certain aspects of social studies
- c. a graph showing the relationship among the various social studies courses
- d. an instrument designed to reveal the social structure of the class or group
- e. a chart of racial and ethnic derivations used in sociology classes

2.463 The primary purpose of the sociogram is

- a. to allow rejected children to choose a companion
- b. to help break up cliques
- c. to enable the teacher to identify potential leaders
- d. to focus attention upon group structure as a prerequisite to improving intra-group relations
- e. to appraise the mutuality of interests among group members

2.464 The most plausible explanation of the research finding that teachers do not know the group structure of their classes as well as they think they do is that

- a. teachers have inadequate training in understanding group dynamics
- b. teachers do not have sufficient experience with children
- c. teachers are frequently unable to place themselves in the same frame of reference as their students
- d. teachers are frequently confronted with too large a class for much pupil attention
- e. pupils frequently fake their real feelings toward their classmates

2.465 Which of the following would probably *not* be revealed in a sociogram of a typical fifth-grade class?

- a. a few cliques
- b. a few isolates
- c. a distinct heterosexual cleavage
- d. one or two "stars"
- e. none of the above; all would almost invariably be present

2.466 Which of the following would be the most desirable follow-up on the administration of a sociogram?

- a. allowing as many students who chose each other to work together as is feasible
- b. allowing isolates their first choices wherever possible
- c. pairing off isolates so they will gain acceptance and confidence from each other
- d. making arbitrary (random) assignments of isolates to committees headed by the "stars" of the group
- e. generally leaving things as they are; the purpose of a sociogram is to give the teacher insight into group structure, not to serve as the basis for pupil assignment

2.467 Which is generally most effective for bringing the isolated student into the group?

- a. aiding him in developing a skill which has prestige value in the group
- b. seating him near a popular student
- c. assigning him to a "Big Brother"
- d. making him chairman of an important committee
- e. forcing him into a group in which his talents might be appreciated

2.468 The primary purpose of the student council is that of

- a. promoting greater student morale
- b. providing students with opportunity for social growth
- c. providing students with experience in democratic self-government
- d. providing students with experience in school management
- e. training potential leaders and followers

2.469 From an administrator's point of view, the primary benefit to be derived from student self-government is

- a. providing the administration with help in dealing with the various problems of school administration
- b. providing the administration with help in dealing with disciplinary cases
- c. promoting pupil growth toward the various objectives for which the school exists
- d. providing the administration with a sounding board with respect to student problems and morale
- e. training potential school administrators and wise (future) school patrons

2.470 According to modern educators, the student council is *not* meant to function as

- a. a training ground for democratic leaders and followers
- b. a stimulating and coordinating body for co-curricular activities
- c. an organization for promoting school morale
- d. an agency of the administration and faculty
- e. a liaison agency between students and administration

2.471 If we are to develop the best possible citizens for our democracy, it is essential that

- a. the school insist on unquestioned compliance to the rules of our democratic society
- b. the school be run by the students organized in some form of student government
- c. democracy in education be patterned upon democracy in everyday life
- d. the school emphasize the shortcomings of our present democratic society
- e. the school devote a large portion of the school day to a direct study of the problems and issues of democratic society

2.472 Which of the following is *not* a way in which the modern school contributes to the individual's growth in citizenship?

- a. by helping him become informed on local, state, national, and international problems
- b. by helping him distinguish between fact, opinion, and fiction
- c. by helping him form definite, ironclad conclusions on social issues
- d. by helping him cultivate habits of effective thinking



- e. by helping him develop attitudes of enlightened self-interest

2.473 The strongest argument sometimes used against student self-government is that

- a. the principal and teachers can provide more efficient operation
- b. it often leads to abuse of power by those elected to office
- c. students do not have the experience to govern themselves
- d. there is no phase of school administration that is not sufficiently defined and governed as it is
- e. there is no legal authority for allowing students to govern other students

2.474 Which of the following is the primary purpose of the school handbook?

- a. to clarify for the students the school rules and regulations
- b. to help pupils adjust to the new school
- c. to provide the "legal" basis for dealing with offenders
- d. to orient the students to school tradition
- e. to create pride and morale in new students

2.475 The teaching method in the secondary school that is most conducive to the teaching of democracy and democratic procedures is the ..... method.

- a. lecture
- b. project
- c. recitation
- d. problem-solving
- e. role playing

2.476 Which of the following methods would be least effective as a means of contributing to student growth in citizenship?

- a. practice in locating, accumulating, organizing, and digesting data
- b. practice in seeing through illogical statements and false conclusions; in distinguishing fact from fiction
- d. opportunity and practice in wide reading and discussion of all sides of problems or controversies
- d. orientation toward the basic textbook as the final authority in settling social issues
- e. pupil participation and cooperation in planning classroom activities

## H. Discipline as an Aspect of Social Development

### Concept of discipline

#### Dealing with misbehavior

2.477 Good classroom discipline is best recognized by

- a. the order and quiet prevailing in the classroom
- b. the learning going on in the classroom
- c. the cooperation and group feeling among members
- d. the teacher-pupil rapport that prevails in and out of the classroom
- e. the pupil growth it promotes

2.478 The best criterion for judging the seriousness of pupil misbehavior is the way and the extent to which

- a. it impedes the academic progress of the class
- b. it affects the development of the members of the class
- c. it interferes with classroom decorum
- d. it disrupts classroom procedures
- e. it interferes with the attainment of group goals

2.479 Which of the following would you consider most basic as a cause of teacher failure in discipline?

- a. lack of understanding of children
- b. lack of understanding of the purpose of discipline
- c. poor personality on the part of the teacher
- d. lack of parental cooperation in the discipline of their children
- e. lack of administrative support of the teacher's disciplinary measures

2.480 Among the "tips" for beginning teachers we should include:

- a. Make discipline an end in itself
- b. Ignore petty violations that do not interfere with classwork
- c. Make sure children understand what you will do if they misbehave
- d. Prevent all misbehavior so that good behavior will become habitual
- e. Place all enforcement of rules in the hands of the pupils

2.481 The punishment for a given offense should

- a. be as severe as is necessary to prevent its recurrence
- b. be set in advance for each type of offense
- c. be related directly to the situation for which the child is being punished
- d. be decided by the class and carried out without modification or relentment
- e. have as its primary purpose the development of the individual

2.482 Good discipline should focus upon

- a. deterring misbehavior
- b. punishing infractions
- c. encouraging conformity
- d. promoting order
- e. promoting pupil growth

2.483 The most important responsibility of the teacher with respect to discipline in the classroom is that of

- a. maintaining order in the classroom
- b. maintaining conditions conducive to effective academic learning
- c. teaching respect for authority
- d. teaching pupils self-discipline
- e. placing good behavior on a habit basis

2.484 Classroom discipline should be oriented toward the promotion of

- a. social conformity
- b. self-direction
- c. personal and social adjustment
- d. acceptable classroom behavior
- e. teacher comfort and freedom from interruption

2.485 The most valid indicator of good classroom discipline is

- a. the absence of noise and disorder
- b. the degree to which pupils master course content and skills
- c. pupil conformity to rules and directives
- d. the extent to which pupils accept responsibility for self-direction
- e. pupil-teacher relationships

2.486 Modern discipline in the classroom is based on the philosophy of

- a. enforcement of rules and regulations
- b. rewarding of desirable behavior
- c. punishment of undesirable behavior
- d. suppression of misbehavior
- e. guidance of the child in the development of sound motives and goals

2.487 The definition of discipline to which modern psychologists would subscribe is that of discipline in the sense of

- a. conformity to rules and regulations
- b. orderliness resulting from group-imposed and group-enforced rules and pressures
- c. self-imposed rules for social interaction
- d. externally-imposed punishment for misbehavior
- e. precision and efficiency of classroom operation

2.488 Classroom discipline should be oriented to the task of

- a. making children behave while in school
- b. promoting respect for the teacher and adult authority
- c. changing the basic attitudes of the child toward good behavior
- d. facilitating the learning of academic material
- e. promoting habits of good behavior

2.489 The school's primary task in connection with discipline is

- a. to suppress misbehavior
- b. to punish misbehavior
- c. to prevent misbehavior
- d. to promote positive behavior

- e. to allow children to experiment with both acceptable and unacceptable behavior

2.490 Which of the following statements about discipline is the most acceptable?

- a. The teacher's primary goal in discipline is the suppression of misbehavior.
- b. Discipline is good or bad as it does or does not facilitate academic learning.
- c. The teacher who punishes the child who is truant is dealing with symptoms rather than causes.
- d. Children are born with a sense of right and wrong.
- e. Disciplinary problems are really moral problems and can be eliminated most effectively by moral teaching.

2.491 Which of the following statements relating to disciplinary measures is the most psychologically sound?

- a. The primary criterion in judging the quality of a disciplinary measure is whether or not it brings about order in the present situation.
- b. The disciplinary measure should fit the child rather than the offense.
- c. The enforcement of discipline should be placed in the hands of the student council in order that the teacher's effectiveness not be destroyed by negative attitudes generated by punishment.
- d. In most cases, the rules and the penalties for infractions should be set by the teacher since he is most competent in disciplinary matters.
- e. The best kind of discipline is that which sets and impartially enforces a system of predetermined punishments for each different offense.

2.492 The best viewpoint from which to start in maintaining discipline in a Jr. high school where a large percentage of the pupils are over-age and come from homes of low socio-economic status is that

- a. many children of this type are pre-delinquents and it is necessary to apply stringent disciplinary measures at once
- b. the school is often not meeting the needs of these pupils and the possible need to make adaptations in the curriculum should be considered
- c. parental cooperation is essential and it can be had—willingly or otherwise
- d. these children are accustomed to autocratic discipline and understand no other
- e. many of these children are academically incompetent and should probably be dismissed from school for the good for all

2.493 Which of the following is the least acceptable statement of the relation between discipline and motivation?

- a. Only when motivation breaks down does discipline become a problem.
- b. Discipline is oriented toward the negative aspects of motivation.
- c. Even if the individual had complete satisfaction for his needs, there would still be need for rules and regulations.



- d. All behavior, including misbehavior, is an attempt at satisfying one's needs.
- e. Behavior and misbehavior are both oriented toward the attainment of one's goals and purposes.

**2.494** The positive approach in dealing with discipline problems is a matter of

- a. providing a classroom atmosphere in which the child realizes he must behave
- b. helping the child satisfy his underlying needs in acceptable ways
- c. making good behavior habitual by providing continuous close supervision that makes misbehavior relatively impossible
- d. providing a classroom atmosphere that encourages the child to make mistakes in order that he may learn
- e. having a minimum of rules that the child can violate

**2.495** True self-discipline implies

- a. socially acceptable behavior
- b. socially acceptable behavior based on fear of punishment for misbehavior
- c. socially acceptable behavior based on an understanding of the moral and social issues involved
- d. socially acceptable behavior based on an immutable adherence to rules and regulations
- e. socially acceptable behavior based on a firm conviction that the individual stands only to lose by violating the social code

**2.496** To be of maximum benefit as training in democratic social living, classroom discipline

- a. should be replaced by free self-directed individual activity
- b. should be a matter of group self-government free from adult control and supervision
- c. should stress self-direction within the framework of group welfare
- d. must take the form of coercing children in ways found to be essential for the orderly progress of society
- e. should rely exclusively upon punishments which are a direct consequence of the misbehavior involved

**2.497** Which of the following ways in which the mother of a three-year-old child might stop him from jumping off the couch is most harmful to the child?

- a. fear of punishment: I'll spank you if you do that again.
- b. fear of father: I'll tell your father.
- c. possible loss of the mother's love: I won't love you any more if you don't listen to me.
- d. danger of falling and getting hurt: You might get hurt.
- e. his unquestioned obedience of an order: Don't do that!

**2.498** Many school "discipline" problems result from emotional disturbances. This implies that

- a. emotion has no place in the schoolroom

- b. emotional outbursts should be punished
- c. desirable emotional outlets should be provided
- d. occasional fits of laughter, crying, etc. are normal aspects of the process of growth and should be ignored
- e. the child needs to be helped to attain early emotional control

**2.499** The truest evaluation of the discipline of a given child is obtained

- a. during class when the teacher is present
- b. during class when the teacher is out of the room
- c. on the playground
- d. from his behavior in a variety of unsupervised situations
- e. from his responses to a questionnaire or scale

**2.500** Which of the following is likely to be the greatest threat to an emotionally insecure child?

- a. no discipline at all
- b. severe but consistent discipline
- c. self-discipline
- d. over-indulgent discipline
- e. adult-imposed discipline

**2.501** The greatest single deterrent to misbehavior in the classroom is

- a. cohesiveness among the members of the class
- b. unity of purpose in the attainment of desirable goals
- c. the presence of dynamic motives and goals in each child
- d. a busy schedule designed to leave no time for mischief
- e. the close firm hand of the teacher

**2.502** Which of the following is the greatest benefit to be derived from group planning in the classroom?

- a. training in self-direction
- b. training in democratic social living
- c. training in the solution of group problems
- d. curtailment of misbehavior
- e. greater feelings of personal involvement in the outcome on the part of students

**2.503** Which of the following adjectives best describes good discipline?

- a. consistent
- b. corrective
- c. developmental
- d. preventive
- e. retributive

**2.504** The primary determinant of the discipline in a given classroom is

- a. the teacher's point of view regarding discipline
- b. the teacher's competence in academic matters
- c. the feeling of comradeship that exists between pupils and teacher
- d. the feeling that the class develops about its own behavior
- e. the morale of the overall school

**2.505** The most adequate way of handling misbehavior in the classroom is

- a. to inflict swift and sure punishment equal to the severity of the offense
- b. to evaluate the cause of the misbehavior in terms of unsatisfied pupil needs
- c. to ignore infractions so as not to give reinforcement to the misbehavior
- d. to encourage group-imposed punishment of the offender
- e. to prevent its occurrence through isolation of habitual offenders

**2.506** This is the first day of class and some of the boys are anxious to find out how much the new teacher will tolerate. John whispers to his neighbor and, when asked to pay attention, counters with a wisecrack while the others wait to see what will happen. The teacher's best approach is probably

- a. to deal swift and sure punishment, e.g., detention after school
- b. to let John and the class understand that this is the first and the last bit of nonsense he will tolerate
- c. to retort in kind and make John look stupid
- d. to ignore the remark as if it had not been said
- e. to ask John to stay after school so that they can get better acquainted

**2.507** Primary responsibility for classroom discipline in a senior high school rests with

- a. the counselor
- b. the dean (of boys or girls) or the vice-principal
- c. the principal
- d. the classroom teacher
- e. the disciplinary committee of the student council

**2.508** The point of primary concern to the teacher in handling disciplinary problems is

- a. the nature of the misbehavior
- b. the cause of the misbehavior
- c. the type of punishment indicated
- d. the amount of punishment apparently necessary
- e. the degree of persistence of the misbehavior

**2.509** Which of the following is probably least defensible as a means of maintaining classroom discipline?

- a. assigning violators extra homework
- b. administering corporal punishment where indicated
- c. depriving children who misbehave of classroom privileges
- d. making each group responsible for its behavior by relying on group rather than individual punishment
- e. keeping offenders in detention after school

**2.510** Which of the following is the least acceptable statement concerning misbehavior and delinquency?

- a. The disciplinary measure should fit the offender rather than the offense.

b. All behavior, even misbehavior, is an attempt at adjustment.

- c. Discipline problems are really moral problems and are best handled through moral teaching.
- d. Misbehavior stems from unsatisfied needs.
- e. Children sometimes misbehave in order to be punished and thereby relieved of feelings of guilt.

**2.511** The major objection to assigning poetry to be memorized as a punishment for classroom mischief is that

- a. it is a poor "punishment"; some children enjoy poetry
- b. it is likely to result in a dislike for poetry
- c. it creates difficulty in keeping the class together
- d. it is not sufficiently related to the offense for it to be effective in promoting better behavior
- e. it is an unfair punishment; some children learn faster than others

**2.512** Which of the following methods of dealing with classroom misbehavior is most psychologically sound?

- a. censure, sarcasm, ridicule, threats
- b. detention, extra work
- c. ignoring the problem behavior wherever possible
- d. deprivation of privileges, sending child out of the room, changing seats
- e. moralizing; pointing out the dire end results of criminals who began with classroom mischief

**2.513** A gifted child whispers, annoys others, and disrupts the class. Perhaps the best way of dealing with him is

- a. to give him extra assignments as punishment
- b. to assign him more problems to keep him busy at all times
- c. to give him more advanced assignments to work on or perhaps to transfer him to a more advanced class
- d. to ignore his conduct provided his work is right
- e. to lower his grades till his behavior improves

**2.514** Punishment for unacceptable behavior is of limited value inasmuch as

- a. it does not change basic needs
- b. it is not an adequate deterrent to unacceptable behavior
- c. it does not orient the individual toward what he should do
- d. it tends to destroy the individual's self-confidence
- e. it tends to destroy pupil-teacher relationships

**2.515** What is the best approach to dealing with a child who fights on the playground?

- a. keep him in detention in the classroom while the others are on the playground
- b. help him channel his aggression into more constructive channels, e.g., sports
- c. put him with a class of bigger boys where his fighting will not be profitable
- d. have him continue his fights in the gym with a pair of oversize boxing gloves
- e. cultivate his friendship and let him understand the friendship is conditional upon his not fighting



2.516 Of the following aspects of a disciplinary measure for the violation of classroom regulations, the most important from a psychological point of view is

- a. its consistency
- b. its suitability from the standpoint of the offender
- c. the spirit in which the punishment is given
- d. the effect it has upon teacher-pupil relationship
- e. its deterring effects upon further misbehavior

2.517 Research suggests that punishment is useful for

- a. producing permanent forgetting of undesirable responses
- b. weakening undesirable responses
- c. temporarily suppressing a response so that another may be substituted
- d. reducing the number of unreinforced trials necessary to produce extinction
- e. promoting increased effectiveness in the learning of a response

2.518 Under which of the following conditions would the use of punishment be most justifiable?

- a. when the recipient is clearly guilty of a deliberate infraction of a known rule
- b. when the offense is of considerable severity
- c. when the rule involved is one that is frequently violated
- d. when there is need for the immediate cessation of a wrongful act
- e. when the violation is particularly disturbing to the class

2.519 Punishment for a given offense is likely to be most effective when

- a. it is as severe as the offense justifies
- b. it is set for each type of offense in advance
- c. it is reasonably tied up with the situation for which it is used
- d. it is decided by vote of the class and administered impartially
- e. it is a personal matter between the teacher and the offender

2.520 The consensus of modern educators is that punishment of students by the use of sarcasm and low grades

- a. is often justifiable and necessary for efficient classroom management
- b. is desirable if it makes students obey and behave
- c. is desirable if it promotes greater effort
- d. may accomplish certain results but it may precipitate greater problems
- e. is never justified regardless of whatever beneficial effects it may have

2.521 When disciplinary action is necessary with the preschool child, the least acceptable technique would generally be

- a. to isolate him by sending him to his room
- b. to take away some of his privileges
- c. to scold him

- d. to spank him
- e. to make him feel sorry for having hurt your feelings

2.522 After correcting a disturbance in the classroom, the teacher's main concern should be

- a. to punish all offenders and thereby forestall the recurrence of unacceptable behavior
- b. to learn the cause of the misbehavior
- c. to provide closer supervision as a means of preventing the recurrence of the incident
- d. to reduce the demands made upon the individuals involved as a means of reducing tension
- e. to enlist group censure as a means of curbing future misbehavior

2.523 The modern consensus regarding the sending of disciplinary cases to the principal's office is that

- a. it should be used only when other means have failed
- b. it is generally best used for first offenses to show nonsense will not be tolerated
- c. it is a sign of a poor disciplinarian
- d. it is generally advisable since the principal is ultimately responsible for the discipline in his school
- e. it is advisable only when the teacher is sure of the complete support of the principal

2.524 Which of the following would constitute the most proper action to take if a child continues to talk after the class has been asked to be quiet?

- a. speak loudly enough to be heard over the student who is talking
- b. have the whole class sit with hands folded for five minutes to impress on them the need for silence
- c. make the whole class stay after school
- d. arrange to speak to him privately
- e. send him out of the room so that he will not continue to disturb the class

2.525 The most basic cause of teacher failure in discipline is the teacher's lack of

- a. competence in teaching methods
- b. knowledge of his subject
- c. a constructive program of meaningful things to be learned and done
- d. knowledge of educational psychology
- e. consistency in his approach to discipline

2.526 The key to effective classroom discipline lies in

- a. seeking the cause of misbehavior and taking appropriate action
- b. making an example of the leaders of any classroom mischief
- c. inspiring respect by remaining cold and aloof to pupils in and out of the classroom
- d. providing a program with inbuilt means for the satisfaction of pupil needs
- e. developing close personal friendships with the group leaders

2.527 Which of the following is the best statement of the relationship of intelligence to delinquency?

- a. Dull children are most likely to be apprehended and appear to be more often delinquent.
- b. Dull children appear more frequently delinquent because they tend to come from slum areas where stricter law enforcement prevails.
- c. Delinquency is most prevalent at both extremes of the intellectual scale, the gifted and the idiot and the imbecile.
- d. Delinquency is not a product of intelligence as much as of other factors.
- e. Empirical studies show a relative independence between intelligence and the frequency and kind of delinquency.

2.528 The strongest emphasis in current medical, psychological, and educational thought on the subject of delinquency is on

- a. diagnosis
- b. prevention
- c. rehabilitation
- d. sociological contributory factors
- e. inherited predisposing tendencies

2.529 Crime is a form of social maladjustment created principally by

- a. conflict in social values
- b. failure of individuals to satisfy their basic needs in more acceptable ways
- c. faulty educational practices
- d. innate defects of human character
- e. poor law enforcement

2.530 Delinquency and crime have been attacked from a number of approaches. From the fundamental aspect of prevention, the problem is probably best considered to be ..... in nature.

- a. educational
- b. legal
- c. moral and religious
- d. psychological
- e. sociological

2.531 Which of the following best explains the existence of organized gangs of delinquent teenagers with which students often affiliate themselves?

- a. inactive and lax law enforcement
- b. lack of parks and other facilities for amusement
- c. lack of constructive activities from which students can derive wholesome satisfaction
- d. students' yen for adventure
- e. lack of constructive influence on the part of the school

2.532 The most effective approach for social workers to follow in dealing with groups of delinquent boys is probably

- a. to keep them fully occupied, e.g., sports
- b. to concentrate on winning them as friends before attempting to reform them
- c. simply to display proper behavior themselves and wait for the boys to identify with them
- d. to provide them with Big Brother heroes from among the nicer kids in the neighborhood
- e. to compliment them on their good behavior

## I. Intellectual Development

Nature of mental growth

Basic concepts

Use of the IQ

Constancy of the IQ

2.533 Which of the following best describes the pattern of mental growth?

- a. a steady and uniform growth from birth to early adulthood
- b. a growth pattern paralleling the physical growth curve
- c. a uniform rise to the middle teens and a gradual levelling off to the middle twenties
- d. an erratic pattern from individual to individual precluding any generalization
- e. a growth pattern roughly inverse to the growth of physical height

2.534 The "mental development" of the child most closely parallels an increase in

- a. his ability to memorize

- b. his ability to get along with others
- c. his ability to profit from experience
- d. his stock of knowledge
- e. the number and complexity of his brain and nerve cells

2.535 The definition of intelligence in terms of a number of mental abilities in the relative amounts of any one of which people differ not only from each other but also within themselves is that of

- a. Binet
- b. Spearman
- c. Terman
- d. Thorndike
- e. Thurstone



2.536 Which of the following is most synonymous with "intelligence" as presently defined and measured?

- a. native capacity
- b. linguistic facility
- c. ability to reason
- d. scholastic aptitude
- e. emotional control

2.537 Research into early language development as an aspect of mental growth suggests that

- a. the early talker is invariably bright just as the dull child is invariably a late talker
- b. the bright child is invariably an early talker just as the late talker is invariably dull
- c. early talking is a definite sign of brightness and late talking is generally an indicator of dullness
- d. late talking is a definite sign of dullness but early talking is doubtful as an indicator of brightness
- e. the age at which a child talks is essentially independent of his intelligence

2.538 Which of the following is least clearly an aspect of mental development?

- a. an increase in the ability to deal with the abstract and with symbols in manipulating one's environment
- b. an increase in the ability to concentrate for progressively longer periods of time
- c. an increase in originality, imaginativeness, and creativity
- d. an increase in memory
- e. an increase in reasoning ability

2.539 To which of the following is the IQ least related?

- a. personal adjustment
- b. socio-economic status
- c. rate of mental growth
- d. bilingualism
- e. the number of siblings in the home

2.540 Research on sex differences in language development has shown that

- a. girls develop more rapidly during the early years but boys excel girls in high school
- b. girls know more words but boys use more complex sentences
- c. boys have fewer speech defects and impediments than girls
- d. there are no real differences between the sexes in this respect
- e. none of the above is true

2.541 Which of the following is *not* a correct statement of the relationship between language and intelligence?

- a. A person with a language handicap would automatically be mis-measured as to intelligence.
- b. There is a definite sex difference in linguistic ability and perhaps also in intelligence if test construction did not prevent it from showing.

- c. Vocabulary is far too susceptible to environmental influences to be anything but a very crude indication of intelligence.
- d. Group tests of intelligence rely almost exclusively upon language as a means of measuring intelligence.
- e. One's vocabulary is the best single index of his intellectual status.

2.542 Which of the following is least retarded in speech development?

- a. bilingual children
- b. boys
- c. deaf children
- d. only children
- e. twins

2.543 Language is best thought of as

- a. a biological (instinctive) development
- b. a system of symbols for effective problem solving
- c. a nomenclature for cataloguing experiences
- d. a medium for self-enhancement
- e. a tool for social communication and cooperation

2.544 The best evidence relative to the reasoning power of preschool children suggests that

- a. they cannot reason
- b. they can reason deductively only
- c. they can reason as well as adults of equal IQ
- d. they can reason as well as adults of equal mental age
- e. they are subject to the same limitations of mental ability, experience, and personality structure as are adults

2.545 Which of the following represents the least acceptable function of children's make-believe?

- a. It serves as a means of organizing activity.
- b. It serves as a vehicle for the development of imagination and initiative.
- c. It serves as the vehicle for the development of leadership and social skills.
- d. It provides a retreat from reality.
- e. It provides the setting for the exercise of motor skills.

2.546 Intelligence tests measure intelligence by

- a. inventorying everything one has learned
- b. observing the mass and complexity of one's neural structure
- c. sampling the most difficult learnings one has encountered
- d. sampling learnings which almost every one has had an opportunity to learn
- e. inventorying one's native capacity for learning

2.547 Which of the following definitions of intelligence is most adequate?

- a. innate capacity for intellectual development
- b. ability to profit from experience
- c. ability to perform well on IQ tests
- d. predisposition to academic success
- e. rate of mental development

2.548 In practice the greatest contribution of intelligence tests is to give an index of the individual's

- a. vocabulary
- b. specific aptitudes
- c. educational potentiality
- d. academic competence
- e. intellectual curiosity

2.549 Which of the following is the intelligence test *not* designed to measure? The individual's ability

- a. to meet the demands of the situation
- b. to solve the problems with which he is confronted
- c. to learn and to apply past learnings
- d. to manipulate abstract symbols in the solution of concrete problems
- e. to make sound ethical judgments and moral decisions

2.550 The difficulty in defining intelligence stems primarily from

- a. its intangible nature
- b. the difference in viewpoint of persons attempting to define it
- c. our inability to measure it directly
- d. the number of ways in which it manifests itself
- e. the relative lack of validity of current intelligence tests

2.551 Much of the difficulty which stems from the fact that the IQ measures differences in experiential background as well as differences in true intelligence would be avoided if

- a. we relied on the direct measurement of native intelligence and less on the measurement of functional intelligence
- b. we concentrated on material every one had an equal chance of learning
- c. we established the child's IQ in infancy before environmental factors set in to confuse the picture
- d. we tested the IQ on the basis of ability to learn a novel passage which could be presented for a set time to all
- e. None of the above would resolve the problem connected with the experience factor in measuring intelligence

2.552 In order for a test of intelligence to be valid, it must

- a. measure intelligence
- b. measure all aspects of "intelligent" behavior
- c. be consistent in its measurement of the IQ of a given individual over a period of years
- d. avoid measuring content that can be learned
- e. have been devised through factor analysis

2.553 Which of the following types of ability do modern tests of intelligence measure primarily?

- a. mechanical
- b. social

- c. verbal
- d. numerical
- e. spatial

2.554 Tests of intelligence currently used are more correctly

- a. vocational prognostic tests
- b. personality inventories
- c. academic aptitude tests
- d. tests of innate capacity
- e. measures of individual differences in vocabulary

2.555 Spearman's theory holds that intelligence consists of

- a. one general and one special mental factor
- b. one general and several specific mental factors
- c. one general mental ability operative in almost all mental functions
- d. a number of factors or mental abilities of relatively equal importance and magnitude
- e. a relatively unlimited number of specific mental factors relatively independent of one another

2.556 Spearman's theory of intelligence is to Thorndike's as

- a. qualitative is to quantitative
- b. innate is to acquired
- c. physiology-free is to neurophysiological
- d. culture-free is to culture-fair
- e. verbal is to performance

2.557 According to Thorndike's theory of intelligence, the difference between an intelligent and a dull person lies in

- a. the relative quality of their neurophysiological connections
- b. the relative speed and accuracy with which their neural connections are completed
- c. the relative number of effective S-R bonds they are capable of developing
- d. the relative sensitivity of their S-R bonds to stimulation
- e. the relative magnitude of their "g" factors

2.558 The theory of intelligence that gives the best basis for vocational guidance is that of

- a. Binet
- b. Spearman
- c. Thorndike
- d. Thurstone
- e. Wechsler

2.559 Underlying the construction and use of intelligence tests is the assumption that the people to be tested

- a. are of normal intelligence
- b. are of the same stock from the biological point of view of heredity
- c. have gained the same amount of knowledge
- d. can be measured as to intelligence without undue interference from the factor of differences in experience



- e. represent a cross-section of the national population

2.560 Which of the following is not a valid assumption in the construction and interpretation of intelligence tests?

- a. The standardization group must have an environmental background similar to that of the group for which the test is being devised.
- b. What one has learned is a relatively good index of what he is capable of learning.
- c. The people to be tested must have had an equal opportunity for experience with the content of the test.
- d. To be an intelligence test, it must measure mental capacity independent of learning.
- e. Items on which no one has had specific experience or training would be acceptable for inclusion in a test of intelligence.

2.561 Which of the following statements relative to intelligence test construction is true?

- a. Increase in passing with age (in childhood) is sufficient evidence of the validity of an intelligence test item.
- b. In age scales, the norms become part of the construction of the scale.
- c. Mental measurements are based on an absolute numerical scale.
- d. Newer developments in intelligence test construction have made it possible to measure intelligence directly.
- e. It is possible with due care in construction to devise intelligence tests that will measure native capacity independent of the individual's background of experience.

2.562 Authors of current IQ tests have been most often criticized for

- a. placing easiest items at the beginning of the test
- b. choosing certain types of items in preference to others
- c. choosing items measuring different mental functions at different age levels
- d. choosing items that are more familiar to children of the middle class
- e. choosing items that call for familiarity with the content of the test

2.563 Which of the following do present-day tests of intelligence measure to the greatest degree?

- a. academic potential
- b. certain aspects of innate aptitude
- c. social intelligence
- d. general aptitude
- e. vocational potentiality

2.564 The testing of the intelligence of the feeble-minded and the illiterate is most readily accomplished by means of

- a. academic tests

- b. factor analysis
- c. performance tests
- d. vocabulary tests
- e. tests of reaction time

2.565 Generally, scores obtained from individual intelligence tests are . . . . . scores derived from group intelligence tests.

- a. more valid and reliable than
- b. approximately as valid and reliable as
- c. numerically higher than
- d. less affected by environmental conditions than
- e. more comparable from test to test than

2.566 The greatest weakness of current IQ tests is that

- a. they are not reliable
- b. they are not equally fair to persons of different backgrounds
- c. they are difficult to administer properly
- d. they do not provide motivation to different testees
- e. they measure performance rather than ability

2.567 The greatest single obstacle in the interpretation of the relative effect of environment upon intelligence lies in the area of

- a. the measurement of environmental differences
- b. the invalidation of test norms
- c. the accumulation of sufficient cases
- d. the (equal) motivation of testees of different backgrounds
- e. the inseparability of the influence of heredity and environment

2.568 The reason girls don't score higher than boys on intelligence tests is that

- a. they tend, as a group, to mature more slowly
- b. they tend to be more restricted from the standpoint of environmental opportunities
- c. the content of intelligence tests has been so selected as to preclude the appearance of sex differences in IQ
- d. boys are generally more highly motivated by tests of this kind
- e. girls are generally weaker than boys on the numerical aspects

2.569 A "culture-fair" test of intelligence is one that

- a. attempts to make the items free from all cultural influences
- b. is saturated with respect to environmental influences so that their effect becomes a common denominator
- c. attempts to minimize the cultural biases of the items
- d. attempts to equalize the cultural biases of the items so that the overall test is reasonably fair to all
- e. is standardized separately for each cultural and socio-economic level

2.570 With which of the psychologists listed below are the following items associated?

- a. Alfred Binet
  - b. Charles Spearman
  - c. Lewis M. Terman
  - d. Edward L. Thorndike
  - e. none of the above
1. the two-factor theory of intelligence
  2. the first use of intelligence tests in America
  3. the concept of primary mental abilities
  4. the concept of the mental age
  5. the concept of the IQ
  6. research into the basic components of intelligence
  7. intelligence as "abstract-social-mechanical"
  8. the concept of "g" in intelligence
  9. the first test to be standardized on an American population
  10. a study of 1000 gifted children
  11. the first group test of intelligence
  12. the concept of "genius"
  13. a major study of the development of language
  14. a series of studies of the lack of constancy of the IQ
  15. the definition of intelligence as the ability to think in terms of abstract ideas
  16. the definition of intelligence as the capacity to profit from experience
  17. the definition of intelligence in terms of memory, association, judgment, and attention
  18. the definition of intelligence as the power of good responses from the point of view of truth or fact

2.571 Which of the following is *not* associated with Binet?

- a. the concept of the IQ
- b. the concept of the MA
- c. the concept of intelligence in terms of judgment
- d. the concept of intelligence as a composite trait
- e. the first successful scale for identifying slow learners

2.572 The first Binet-type test to be standardized in this country was the work of

- a. Goddard
- b. Otis
- c. Terman
- d. Thurstone
- e. Yerkes

2.573 The first use of intelligence tests in America was in connection with

- a. entering college students
- b. gifted children in California
- c. feebleminded children
- d. military recruits
- e. a cross-section of American children

2.574 The concept of intelligence as "abstract-social-mechanical" was advanced by

- a. Binet

- b. Kelly
- c. Spearman
- d. Thorndike
- e. Thurstone

2.575 The Binet scales were first formulated about

- a. 1875
- b. 1895
- c. 1905
- d. 1915
- e. 1925

2.576 The first man to devise a workable instrument for the measurement of human intelligence was

- a. Binet
- b. Galton
- c. Goddard
- d. Spearman
- e. Terman

2.577 The mental age equivalents yielded by the average group test of intelligence represent

- a. the average for all children used in the standardization sample
- b. the range of the scores obtained by children in the standardization sample
- c. average performance for children of a given IQ level
- d. average performance for children of a given chronological age
- e. none of the above

2.578 Which of the following is the clearest measure of the rate of growth of general mental ability?

- a. the educational quotient
- b. the intelligence quotient
- c. the mental age
- d. the organismic age
- e. none of the above measure the *rate* of mental growth

2.579 A child having a mental age of 15

- a. is capable of performance characteristic of the average 16-year-old
- b. has the IQ of the average adult
- c. has reached the limit of his mental development
- d. has an IQ of 100
- e. is of superior mental ability

2.580 Two children differ in MA by one year at age 4. At age 12, the difference in their MA will probably be approximately

- a. zero
- b. one year
- c. two years



- d. three years
- e. four years

2.581 John is bright; Bob is dull. They are now six years of age. As they grow older, the difference in their IQ will probably

- a. disappear by the time they reach puberty
- b. increase up to the time they reach maturity
- c. remain relatively constant
- d. increase in the ratio of their mental ages (up to age 16)
- e. reach a minimum in the late teens

2.582 John is bright; Bob is dull. They are now six years of age. As they grow older, the difference in their mental ages will probably

- a. remain relatively constant
- b. decrease progressively toward a minimum at age 16
- c. increase in the ratio of their IQ
- d. increase so as to maintain a constant ratio
- e. increase up to age 16 and decrease after that

2.583 A child's mental age (MA) is a measure of

- a. his level of mental maturity
- b. his rate of mental growth
- c. his innate mental potential
- d. his intellectual status relative to that of his age-mates
- e. his relative brightness

2.584 If you know *only* that a child has a mental age of 10, which of the following statements can you make about him with most assurance?

- a. He is feeble-minded.
- b. He is 10 years old.
- c. He performs intellectually at the level of the typical 10-year-old.
- d. He is somewhat retarded in his mental growth.
- e. He is bright.

2.585 The individual's mental age would tend to remain constant for the longest interval of time during

- a. the preschool period
- b. the elementary school period
- c. the high school period
- d. the period centering on the late twenties
- e. old age

2.586 The concept of mental age is least meaningful

- a. for children of preschool age
- b. for individuals of CA in excess of 16
- c. for individuals of MA in excess of 13
- d. for individuals of unusual environmental background
- e. for the average child of elementary school age

2.587 Which of the following statements concerning the MA is false?

- a. The MA is obtained directly from performance on an IQ test.
- b. The MA indicates the level of mental functioning.
- c. The MA is not in itself an index of brightness.
- d. The MA continues to increase throughout the childhood period.
- e. The MA of an elementary school child is numerically equal to his CA.

2.588 What should the teacher do with John who, at age 12, has a mental age of only ten and a half?

- a. recommend he be placed in a lower grade where the work will be easier
- b. place him with a group of slow learners within the class
- c. form no judgment until his work can be evaluated and other tests given
- d. recommend to the principal that he be placed in a special class
- e. give him the work of the previous grades to brush up on

2.589 John has an IQ of 97; Tom has an IQ of 103. From this difference it can be inferred that

- a. Tom is more likely to succeed in school
- b. both function at approximately the same intellectual level
- c. Tom's true IQ is greater than that of John
- d. chances are 50-50 that John is the brighter of the two boys
- e. all test scores are subject to unreliabilities of measurement

2.590 The range from the second to the ninety-eighth percentile in the distribution of the mental age of twelve-year-olds is approximately

- a. one year
- b. two years
- c. four years
- d. six years
- e. eight years

2.591 The intelligence quotient (IQ) is an index of

- a. the level of mental development
- b. the rate of mental development
- c. the final level of mental ability to be attained
- d. the degree of mental maturity
- e. intellectual competence

2.592 A child whose mental development exceeds that of his age-mates

- a. has a high mental age
- b. has had superior environmental opportunities for mental growth
- c. has an IQ above 100
- d. is probably an overachiever
- e. none of the above necessarily

**2.593** Which of the following statements relative to the IQ is *not* correct?

- a. It is possible for three children of CA 5, 7, and 9 respectively all to have a mental age of 6.
- b. When children of a given IQ are considered, their mental ages are proportional to their chronological ages.
- c. Gifted children more often than not have gifted parents.
- d. There would be a greater proportion of people with an IQ of 180 or more in high school than in the general population.
- e. The IQ of the average adult man is neither higher nor lower than that of the average adult woman.

**2.594** MA is to level as IQ is to

- a. altitude
- b. area
- c. complexity
- d. range
- e. rate

**2.595** Two boys have an IQ of 120. It can be concluded that

- a. both boys would be successful in high school and college
- b. these boys have equal mental ages
- c. the parents of both are above average in intelligence
- d. both would have the same aptitudes to the same degree
- e. none of the above is necessarily true

**2.596** The typical entering college freshman has an IQ in the neighborhood of

- a. 100
- b. 106
- c. 112
- d. 118
- e. 124

**2.597** A child of mental age 8-4 whose chronological age is 10 years and 5 months would have an IQ rating of

- a. 125
- b. 80
- c. 1.25
- d. .80
- e. none of the above

**2.598** A seven-year-old with an IQ of 100 has

- a. an MA equal to that of the general population
- b. an IQ equal to that of the average eight-year-old
- c. an MA in excess of his CA
- d. over half the mental development he will have as an adult
- e. greater mental ability than 84% of his age-mates

**2.599** Jim and Jerry, ages 9-0 and 12-0 respectively, got identical scores on an intelligence test. If Jim stands at the 98th percentile of his age-mates, what is the percentile rank of Jerry's score with respect to children of his chronological age?

- a. tenth

- b. twenty-fifth
- c. thirty-fourth
- d. fiftieth
- e. eighty-fourth

**2.600** Which of the following statements would be most correct of the pupil with a CA of 14-0 and an MA of 16?

- a. His IQ is approximately 90.
- b. His IQ falls in the normal range.
- c. His IQ is approximately 115.
- d. His IQ is unobtainable without further data.
- e. This is impossible; the MA does not go beyond 15 even in the case of adults.

**2.601** Mental growth, as reflected in performance on IQ tests, reaches its peak

- a. between 14 and 16 years of age
- b. between 20 and 30 years of age
- c. in middle age
- d. anytime between 12 in the case of gifted persons to possibly 45 in the case of dull persons
- e. whenever the brain has reached maturity from the standpoint of the number and complexity of the brain cells

**2.602** Curves depicting growth in intelligence show that, by comparison with dull children, bright children grow

- a. faster and to a higher ceiling
- b. at the same rate to the same ceiling
- c. at the same rate to a higher ceiling
- d. faster to the same ceiling
- e. to a higher ceiling with a rather erratic rate in the individual case

**2.603** Which of the following is *not* true of the growth and decline of mental ability?

- a. Decline in the IQ of adults past 50 is largely caused by decreased mental plasticity.
- b. The decline in mental ability in middle age, particularly with respect to tasks involving reasoning, general information, and vocabulary is relatively slight.
- c. Mental maturity, when reached, marks the end of improvement in one's ability to learn.
- d. The mental growth between ages 15-16 is less than that between ages 5-6.
- e. The extent of decline in mental ability with age depends to a large extent on the specific contents of the test used.

**2.604** As the dull child grows older, he tends

- a. to become progressively more dull
- b. to become more nearly normal
- c. to remain at the same intellectual level IQ-wise
- d. to register substantial increases or decreases in intelligence depending on the quality of his environment
- e. to register his most notable increase in IQ as a result of his enrollment in the primary grades

**2.605** Research on the learning ability of adults has shown that

- a. they do increasingly better on tasks requiring alertness and flexibility (up to age 45)



- b. they can learn new things about as well as any 16-year old
- c. with ordinary meaningful material, they can generally outlearn a 16-year old of comparable IQ
- d. the decline in their mental age does not reflect itself in any impairment in their ability to learn
- e. their ability to learn ceases to improve after 16

2.606 The correlation between age and IQ over the *entire adult range* is approximately

- a. +1.00
- b. +.50
- c. zero
- d. -.10
- e. -.50

2.607 Decline in intelligence test performance during late adulthood stems primarily from

- a. greater interference from a greater store of conflicting knowledge and skills
- b. decreased mental plasticity
- c. decreased motivation for this type of work
- d. lack of familiarity with testing situations
- e. lack of coordination between test content and the interests and abilities of adults

2.608 As children grow older, the differences in the intellectual ability of bright and dull children tend

- a. to decrease slightly
- b. to remain constant
- c. to increase slightly
- d. to increase in the ratio of their IQ
- e. to increase or remain constant depending on the measure of "intellectual ability"

2.609 Arranged in sequence from least intelligence to most, which of the following would come third?

- a. borderline
- b. dull normal
- c. genius
- d. idiot
- e. imbecile

2.610 Whereas feeble-mindedness is not established on the basis of MA and IQ alone, from a legal point of view, feeble-mindedness generally implies

- a. an IQ of less than 100
- b. an IQ of less than 75
- c. an IQ of less than 50
- d. an IQ of less than 20
- e. an MA of less than 5

2.611 Which of the following is generally *not* related in a causative way with feeble-mindedness?

- a. heredity
- b. fright of the mother during pregnancy
- c. certain diseases of the mother while pregnant
- d. difficulty in labor and delivery
- e. none of the above; all are possible causes of feeble-mindedness

2.612 The "normal" range in the IQ distribution is generally accepted to be

- a. the interval from 92 to 108
- b. an interval of 5 IQ points on each side of an IQ of 100
- c. the distance in IQ corresponding to one standard deviation on each side of the average
- d. the range within which the middle 50% of the general distribution of IQ's tends to fall
- e. the range of IQ's that excludes the abnormal, e.g., idiots, imbeciles, psychotics, neurotics, etc.

2.613 Idiots and lower-grade imbeciles are so restricted mentally that

- a. they can probably never complete high school
- b. they can probably never complete junior high school
- c. they can probably never complete grade school
- d. they can probably never get past the second or third grade
- e. they can never enter first grade

2.614 The IQ of foster children has been found to resemble most closely that of

- a. their foster parents
- b. their true parents
- c. their step-siblings
- d. their classmates and teachers
- e. the typical orphan child

2.615 Which of the following is most frequently involved in cases of mental deficiency (IQ below 50)?

- a. birth injuries
- b. dietary deficiencies
- c. endocrine (thyroid) malfunctioning
- d. lack of intellectual (environmental) stimulation
- e. poliomyelitis, meningitis, etc.

2.616 As measured on the Revised Stanford-Binet, an IQ of 90

- a. stands at approximately the 90th percentile of the general population
- b. represents approximately two-thirds of the mental ability indicated by an IQ of 135
- c. represents approximately 90% of the normal adult mental ability
- d. indicates a rate of mental growth approximately 90% of that characteristic of the average person
- e. represents approximately 90% of complete mental development

2.617 Which is the least acceptable of the following statements? As it pertains to the population of American-born whites,

- a. half the general population have IQ's from 90 to 110
- b. two-thirds of the general population have IQ's from 85 to 115
- c. two percent of the general population have IQ's above 133
- d. more girls than boys have extremely high and extremely low IQ's
- e. small but statistically significant differences have been noted in the average IQ of certain nationalities

2.618 The results of intelligence tests have shown that

- a. people fall into three relatively equal and distinct categories of dull, normal, and bright
- b. there are more people of normal intelligence than of both superior and inferior intelligence
- c. people are distributed in equal numbers along a continuum ranging in IQ from nearly zero to perhaps 200
- d. brightness and dullness are simply regions arbitrarily identified along the IQ continuum into which individuals fall
- e. the distribution of IQ's is definitely skewed positively (toward the high IQ's)

2.619 By comparison to that of unselected individuals, the distribution of the mental ability of college seniors would have

- a. a higher mean and the same standard deviation
- b. a lower mean and a larger standard deviation
- c. a higher mean and a smaller standard deviation
- d. a lower mean and a smaller standard deviation
- e. a higher mean and a higher standard deviation

2.620 Approximately ..... percent of the elementary school children have IQ's in excess of 135.

- a. one-half of one
- b. one
- c. two
- d. four
- e. eight

2.621 The distribution of IQ's in the general population is cut into three roughly equal groups by setting cutting scores at

- a. 84 and 116
- b. 90 and 110
- c. 93 and 107
- d. 96 and 104
- e. none of the above

2.622 An individual has a CA of 20-0 and an MA of 15-0. His IQ is

- a. nearest to 75
- b. nearest to 100
- c. nearest to 133
- d. indeterminate without more information
- e. impossible to determine without special tables for adults

2.623 For which of the following would the MA and the CA be most nearly (numerically) alike?

- a. the bright child regardless of age (up to 12)
- b. the dull child at age 10
- c. the normal child regardless of age (up to 13)
- d. the adult of average intelligence
- e. the precocious child of preschool age

2.624 An individual's IQ as obtained by a good test properly administered should be regarded as

- a. a rough indication of his present rate of mental development and an even rougher indication of his future IQ

- b. a close approximation to his present level of intelligence, of unknown meaning for the future
- c. his true IQ as of today, but not as of last year or next year
- d. a rather close approximation to his true IQ now as well as in the past and near future
- e. his true IQ which can be expected not to vary beyond the unreliabilities of testing

2.625 Studies of racial and national differences in intelligence among American sub-populations have been relatively inconclusive largely because of difficulties in the area of

- a. the reliability and "culture-fairness" of present tests
- b. the representativeness of sampling and the validity of testing
- c. the equivalence of the sub-populations in motivation and background
- d. racial and national differences in specific aptitudes relative to the contents of present tests
- e. racial and national differences in the linguistic ability necessary to understand and respond to the content of the tests used

2.626 Of the following, the most sound view of the IQ is that

- a. a high IQ is essential if the guidance of the child is to be effective
- b. the IQ is the most fundamental criterion for the ability grouping of students
- c. the IQ correlates highly with success in academic subjects
- d. the IQ is one of several important aspects of the total child that need to be considered by the teacher who would guide his growth
- e. the IQ is a relatively infallible guide as to the academic performance that can be expected of the child

2.627 To the teacher, the primary use of the pupil's IQ and MA is in connection with

- a. assigning grades
- b. estimating what performance to expect from the child
- c. identifying children whose ability deviates greatly from the average
- d. determining what topic to be assigned to the curriculum at each grade level
- e. determining proper grade placement

2.628 Generally it is not good policy to tell a child (and his parents) his exact IQ because

- a. such data are of no concern to them
- b. the tests are not sufficiently dependable
- c. such data are professional in nature
- d. they would be likely to misinterpret the information
- e. some children would use the IQ as an excuse for their poor work

2.629 The IQ test measures what the individual

- a. can learn
- b. has learned
- c. has had the opportunity to learn
- d. has had no opportunity to learn
- e. was born with



2.630 Which is the false statement concerning the validity of IQ tests? It is generally conceded that

- a. they cannot measure intelligence without involving some other aspect of the personality
- b. they are not as adequate measures of intelligence as are teacher judgment and pupil progress in school
- c. they cannot provide valid measures of the intelligence of certain groups of testees (testees with unusual experiential background)
- d. they appraise intellectual *performance* and only indirectly reflect upon intelligence
- e. the required assumption of equality of experiential background cannot be fulfilled in practice

2.631 All but one of the following were found by Keys in his study of the relationship of IQ and academic progress in college. Which one is false?

- a. Only two-thirds of those with IQ's of 140 plus went to college and only 5 out of every 6 of those graduated.
- b. None of those with IQ's of 85-94 graduated from college.
- c. Approximately 4 per cent of those of IQ below 105 actually graduated from college.
- d. Over 20% of those of IQ's 120-139 did not attend any school whatever beyond high school.
- e. As we move up the IQ scale, there is an ever increasing percentage of high school students who go to college and who graduate therefrom.

2.632 The purpose for which the IQ test is most frequently used is that of

- a. measuring mental growth resulting from academic experiences
- b. appraising educational potential
- c. measuring native (intellectual) capacity
- d. measuring the all-round personality of the testee
- e. discovering the pattern of aptitudes which are of vocational significance in the individual case

2.633 With respect to the use of intelligence tests as predictors of likely academic success, which of the following is least acceptable?

- a. The MA is a better indicator of readiness than is the IQ.
- b. In general, high school marks are a slightly better indicator of college success than are scores on intelligence tests.
- c. Without the use of intelligence tests, teachers are usually more successful in identifying the gifted than they are in identifying the dull.
- d. The correlation between IQ and success in college is as low as it is partly because of the selection as to who goes to college.
- e. Intelligence tests are more accurate in predicting failure than in predicting success.

2.634 For which of the following school purposes would intelligence tests be least effective

- a. the identification of the gifted
- b. the identification of potential leaders
- c. the homogeneous grouping of students

- d. the measurement of learning readiness
- e. the setting of realistic academic goals

2.635 The major purpose to be served by administering an IQ test to school children is

- a. to make the parents aware of their child's limitations
- b. to help the teacher in making realistic demands upon the child
- c. to provide more realistic diagnostic help in the event of difficulty
- d. to help the child keep his level of aspiration in line with reality
- e. to have on file in the event the child should need guidance

2.636 Which of the following is most fundamental single indicator of the complexity of the tasks that can realistically be assigned to the individual child?

- a. his IQ
- b. his chronological age
- c. his mental age
- d. his experiential background
- e. his reading level

2.637 In Terman's follow-up of the gifted, adult success (among the gifted) was found to be determined in greatest measure by differences in

- a. their IQ
- b. personal factors such as emotional and social adjustment, drive, etc.
- c. social factors connected with the position of their parents
- d. a multitude of factors than can only be labelled "chance"
- e. their academic record in college

2.638 Which of the following non-intellectual factors is most responsible for a pupil's level of scholastic achievement?

- a. his study habits
- b. his out-of-school responsibilities
- c. his motivation
- d. his freedom from emotional factors
- e. his speed of reading

2.639 In general, the correlation between IQ and achievement in the academic subjects of the secondary school is approximately

- a. .15 - .25
- b. .30 - .40
- c. .45 - .55
- d. .60 - .70
- e. .75 and above

2.640 When is the level of mental maturity necessary for a child to profit from opportunities to learn attained?

- a. It is reached by the age of one year.
- b. It is generally reached by the age of six years.
- c. It is never completely reached.
- d. It varies from task to task.
- e. One never knows; it can be determined only by the use of readiness tests.

2.641 What is the relationship between intellectual level and success on a given job?

- a. Job success bears a direct positive relationship to IQ (throughout the range of IQ).
- b. Low IQ is a handicap to job success but high IQ is relatively independent of success or failure.
- c. High IQ is an asset to job success but low IQ is relatively independent of success or failure.
- d. Both low and high IQ are frequently a liability to job success.
- e. Job success is generally associated with atypical IQ (very low or very high) rather than with average IQ.

2.642 Penologists and sociologists have shown that crime is

- a. confined chiefly to the lower socio-economic classes
- b. confined chiefly to persons of low intellectual status
- c. related only indirectly to class and intellectual status
- d. due to inherited predispositions
- e. due to learned behavior patterns

2.643 The typical delinquent boy has an IQ of

- a. 55
- b. 70
- c. 85
- d. 100
- e. 115

2.644 With respect to the constancy of the IQ, it is generally agreed that

- a. dull children, often as not, become bright adults
- b. for ordinary school purposes, we may assume a relative constancy of a child's IQ
- c. attendance at a given school is likely to result in everyone becoming somewhat more "average"
- d. unreliabilities of tests are such that a low IQ in first grade has little or no bearing upon later scholastic success or failure
- e. the constancy of the IQ is an academic question that has no practical significance

2.645 Constancy of the IQ must take into consideration the fluctuations that are due solely to the unreliability of the instrument on the basis of which intelligence is appraised. This unreliability would permit about half the children retested within a couple months with an equivalent form of the same test to change in IQ by some ..... points in either direction.

- a. three
- b. five
- c. eight
- d. twelve
- e. fifteen or more

2.646 Probably the factor most responsible for the IQ gains commonly reported from infancy to adolescence is

- a. shifts in the quality of the environment
- b. faulty test standardization
- c. unreliability of testing
- d. unevenness in the inherited mental growth pattern

- e. differences in the abilities being tapped, i.e., shifts in emphasis in the contents of the tests used

2.647 To what extent does the IQ change?

- a. It may change up to 10 points under normal environmental conditions.
- b. It is fixed within the IQ range of the parents.
- c. It remains constant throughout one's lifetime.
- d. It may vary up to 15 points under radical changes in environmental stimulation.
- e. It fluctuates only within the narrow limits of the unreliability of the test.

2.648 Which of the following would most likely cause the greatest shift in the child's IQ?

- a. changes in environmental stimulation
- b. emotional conflicts
- c. rapid physical growth
- d. temporary illness
- e. unreliability in the test

2.649 Prediction of adult intelligence from infant tests is

- a. as accurate as from intelligence tests given in the elementary school
- b. reasonably accurate for most purposes
- c. sheer guessing; the correlation is zero and even slightly negative
- d. risky but still the most accurate prediction available
- e. impossible; no test has yet been devised to measure the intelligence of infants

2.650 Which of the following statements relative to the average national intelligence appears most justified in the light of the evidence on the subject?

- a. It is declining at the rate of approximately one point per generation.
- b. It is remaining essentially constant.
- c. It is gradually increasing due to better educational opportunities.
- d. The problem has received no study since nothing can be done about it regardless of the results.
- e. The question cannot be resolved empirically; it can only be attacked at the level of logic.

2.651 Which of the following approaches is generally *not* used in determining the influence of environment upon intellectual development?

- a. a comparison of the IQ differences noted among people living in special environments
- b. an analysis of the IQ of foster children
- c. an analysis of the IQ of twins
- d. comparison of the IQ from one generation to the next
- e. analysis of the IQ changes upon retest

2.652 The influence of environment upon growth and development is seen most clearly, i.e., with a minimum of confounding from the influence of other factors, in the contrast between

- a. fraternal twins of the same sex and those of the opposite sex



- b. siblings of the same sex and those of the opposite sex
- c. identical twins
- d. children and their parents
- e. children living in orphanages and other similar environmental situations

**2.653** Relative to the nature-nurture controversy in intelligence,

- a. the Kallikak study is rather conclusive evidence that heredity is a more potent factor than environment in determining intelligence
- b. the Iowa studies showing great gains in IQ due to improved environmental conditions have been corroborated by a number of other investigators
- c. probably the greatest weakness in the canal-boat studies lies in the unsuitability of the instruments used to measure the intelligence of the older children
- d. the fact that there is a progressive increase in the IQ of Negroes with the degree of whiteness of their skin is acceptable proof that Negroes are inferior to whites in proportion to the degree of Negro blood they possess
- e. selective migration is accepted as the most adequate explanation of urban-rural differences in IQ

**2.654** The case of Martin Kallikak is most clearly an illustration of the influence of

- a. a control group upon the conclusiveness of scientific experimentation
- b. defective genes upon mental development
- c. environmental conditions upon social behavior
- d. heredity and environment upon intelligence
- e. the mother upon the development of the offspring

**2.655** Research has shown that the average IQ of the offspring of Terman's gifted is some 20 points below that of the parents involved. This is best explained on the basis of

- a. the IQ of the other parent of each offspring
- b. the declining IQ from generation to generation
- c. regression toward the mean
- d. less (intellectually) favorable environmental circumstances
- e. errors in testing

**2.656** Research has shown children from mentally impoverished environments to undergo a progressive decline in IQ with age. The primary cause of this decline is

- a. the unreliabilities associated with the poor standardization of the tests used
- b. the miscalibration of the norms of the tests used
- c. the invalidity of the tests for such children as they grow older
- d. the earlier age at which the ceiling is reached in the case of the duller children
- e. the relative lack of mental stimulation necessary to promote alertness

**2.657** Extended lack of normal environmental stimulation during the growing period would have which of the following effects upon intellectual development?

- a. It would result in permanent mental stunting of the individual.
- b. It would delay the age at which final mental status is reached.
- c. It would retard mental growth during the period of inadequate environment but result in accelerated gains later.
- d. It would tend to have no effect whatsoever upon mental growth.
- e. It would have a retarding effect only in the event physical health is impaired.

**2.658** The children of professional men average higher in intelligence than the children of day laborers because

- a. children of professional men have superior heredity
- b. professional men have few children so each is better endowed
- c. intelligence tests contain a bias in favor of children of the upper classes
- d. upper class children have both better environment and better heredity with respect to intelligence
- e. upper class homes provide their children with better environment

**2.659** Offspring of very bright parents tend to be

- a. as bright as their parents
- b. as bright as their parents on the average but with a considerable variability
- c. less bright as a group than their parents but with a minority (say, 10%) brighter than their parents
- d. less bright than their parents as a group with practically no exception
- e. brighter than their parents as a group with a sizable minority duller than their parents

**2.660** That cultural environment can influence IQ has been shown by

- a. attempts to make feeble-minded children normal
- b. studies on foreign-born children
- c. intellectual changes in children whose environment has undergone marked changes
- d. analysis of test performance relative to test content
- e. studies of famous and outstanding people

**2.661** Conclusive evidence in support of the role of environment in increasing (or decreasing) one's intelligence comes from the fact that

- a. college seniors make higher scores on intelligence tests than do freshmen
- b. college seniors make higher scores on intelligence tests than they did as freshmen
- c. students who stay in school longest have higher IQ's than those who drop out
- d. Gordon's canal-boat children had steadily declining IQ's
- e. none of this evidence is conclusive

2.662 When an increase of 15 points in an orphan's IQ accompanies his transfer from an orphanage to a foster home, it can safely be concluded that

- a. emotional factors prevented his scoring up to capacity on the first test
- b. the increase in IQ resulted from improvement in environmental stimulation
- c. practice effects from the first to the second test accounted for the greater portion of the increase
- d. the increase probably stemmed from greater co-operation on the second test
- e. any one or more of the factors above may be responsible

2.663 The most conclusive study of the relative influence of heredity and environment upon the IQ is that of

- a. Burks
- b. Dugdale
- c. Freeman, Newman, and Holzinger
- d. Skeels and Skodak
- e. Terman

2.664 Research into mental development has substantiated all but one of the following statements. Which one is false?

- a. There is a negative correlation between IQ and family size.
- b. The correlation between the intelligence of identical twins living together runs .85 and higher.
- c. In general, twins have a lower IQ than single-borns.
- d. The typical correlation between the IQ's of parents and their children is generally the same as that between the IQ's of siblings.
- e. The IQ of unrelated children selected at random is positively correlated.

2.665 It is agreed that the constancy of the IQ is only relative. Over a two-year period, it may be expected that one-half of a group of children will change in IQ by as much as..... points.

- a. 5
- b. 10
- c. 20
- d. 25
- e. 30 or more

2.666 Which of the following is a valid conclusion from the evidence on the constancy of the IQ?

- a. Changes in the individual's IQ are generally restricted to those connected with unreliability of testing.
- b. Most of the fluctuations in the individual's IQ stem from lack of comparability as to content and standardization from test to test.
- c. Whenever considerable changes in IQ are noted, these changes probably reflect an invalidation of the test norms rather than corresponding changes in intelligence.

- d. Stimulating environment is somewhat more effective in improving intelligence than is intellectually impoverished environment in depressing it.
- e. Only in the case of very dull children of pre-school age can substantial increases in intelligence be produced.

2.667 Current intelligence tests are not designed to measure the intelligence of children whose background has been either extremely favorable or extremely unfavorable. With respect to the influence of environment on the IQ it appears that

- a. environment is a more potent factor than heredity in determining a child's level of intelligence
- b. environment has been relatively more potent in improving personality adjustment than intelligence
- c. teaching and special environment would have the greatest effect upon intelligence after the pre-school period when the child is more mature
- d. improved health conditions usually result in considerable increase in the child's intelligence
- e. intelligence can now be measured directly, i.e., independently of the results of learning situations

2.668 According to the general consensus, the relative contribution of heredity and environment to the individual's intellectual development (under normal conditions) is in the approximate ratio of

- a. 99 to 1
- b. 80 to 20
- c. 50 to 50
- d. 33 to 67
- e. 10 to 90

2.669 Where great changes in a child's IQ (25 points or more) have been found, probably the greatest single factor "explaining" such shifts in "intelligence" is

- a. the definite change in environmental influences
- b. the relative lack of reliability in the tests used to establish the shift
- c. the relative lack of validity in the tests used to establish the shift
- d. the faulty administration of the tests used
- e. the lack of comparability in standardization and in content of the tests used

2.670 Intelligence tests used to measure the IQ of very young or very dull subjects generally stress

- a. visual differences, i.e., spatial perception
- b. memory for numbers, words and stories
- c. abstract reasoning, e.g., analogies
- d. sensori-motor functions
- e. speed of reaction

2.671 The best estimate of the IQ of an infant can be obtained from

- a. an intelligence test
- b. his physical size and general development
- c. the IQ of one or both of his parents



- d. his sensory alertness (e.g., visual acuity)
- e. his motor coordination

**2.672 Mental ability may be increased through**

- a. acceleration in school
- b. retardation in school
- c. effective school experiences
- d. ability grouping with tailor-made curricular experiences
- e. none of these will result in appreciable, if any, increase in mental ability

**2.673 Thorndike's investigation of the relative mental growth during adolescence of those in school and those not in school showed that**

- a. the in-school group developed to a much greater extent
- b. the two groups were almost equal in the rate of mental growth

- c. the out-of-school group failed to grow at all
- d. the out-of-school group grew more rapidly
- e. only those following the classical curriculum in high school gained in IQ

**2.674 Which of the following statements is most correct in view of the importance of obtaining accurate intelligence test results?**

- a. A minimum of a minor in psychology is essential for the proper administration of all intelligence tests.
- b. Any teacher capable of following directions can administer a group test of intelligence properly.
- c. A special course is required for the proper administration of any tests of intelligence.
- d. Any intelligent teacher can administer individual tests of intelligence competently.
- e. The administration of individual tests of intelligence calls for special certification from the American Psychological Association.

## J. Psychology of Learning

Nature of learning

Laws of learning

Aspects of learning

Learning curves

**2.675 The change in behavior that takes place as a result of the repeated presentation of a stimulus and the individual's attempt to react to it effectively is known as**

- a. maturation
- b. responding
- c. learning
- d. conditioning
- e. reinforcement

**2.676 "A series of progressive approximations to a successful performance" best defines**

- a. developmental tasks
- b. learning
- c. maturation
- d. the scientific method
- e. trial and error

**2.677 Which of the following is the most adequate definition of learning?**

- a. the acquisition and organization of knowledge
- b. the development of skills
- c. the solving of problems
- d. the modification of behavior
- e. the development of effective S - R bonds

**2.678 Which of the following is least acceptable? Learning may**

- a. be acquired without intent
- b. occur independently of past experience
- c. be detrimental to the individual
- d. take place consciously or unconsciously
- e. take place without the operation of motives and goals

**2.679 Learning implies something..... the individual**

- a. acquired by
- b. occurring to
- c. occurring within
- d. absorbed by
- e. developing within

**2.680 Psychologists would consider the real criterion of whether or not learning has taken place to be**

- a. increased sensitivity to appropriate stimuli
- b. increased understanding
- c. improved behavior
- d. speed of reaction
- e. application to similar situations

**2.681 Which of the following is *not* an aspect of learning?**

- a. the accumulation of knowledge
- b. cue-reduction
- c. modification of perception
- d. the elimination of errors
- e. the sensitization of nerve fibers

**2.682 Field theory psychologists would place least value on**

- a. learning by wholes
- b. differentiation through insight
- c. emphasis upon relationships
- d. the synaptic theory (S - R bonds)
- e. the reinforcement of response

2.683 The connectionist viewpoint recognizes learning as

- a. patterning into a unified whole
- b. telescoping and generalization
- c. bond formation
- d. habit formation
- e. reinforcement

2.684 Which of the following statements concerning learning is the least acceptable?

- a. Learning involves the acquisition of habits, knowledge, and attitudes.
- b. Learning involves new ways of overcoming obstacles and attaining goals.
- c. Learning involves the weakening of the resistance to the passage of a neural impulse.
- d. Learning involves an increase in the precision and certainty of response.
- e. Learning represents progressive changes in behavior.

2.685 Which of the following statements appears most accurate in the light of our present knowledge of the neurophysiology underlying learning?

- a. Learning involves neural fibers in a telephonic-type connection between a given receptor and a given effector.
- b. Learning appears independent of any neurophysiological basis.
- c. Learning capacity appears to be independent of the mass of the brain.
- d. Learning capacity appears to be independent of the number of developed neurones.
- e. To date, psychologists have not been able to discover the neurophysiological changes occurring as a person learns.

2.686 Learning is generally considered a strenuous task largely because of

- a. the resistance of the environment to the development of effective learning habits
- b. the organism's natural tendency to maintain equilibrium and resist change
- c. the overall readjustment necessary to counterbalance any change in the individual
- d. previous attitudes relative to the nature of work and play
- e. the individual's resistance to the automatic implication that he was, heretofore, inadequate

2.687 Whereas there is not complete agreement as to the essential aspects of a learning situation, if any, there would probably be greatest agreement with respect to

- a. purpose
- b. obstacle
- c. readiness
- d. reinforcement
- e. repetition

2.688 Which of the following is the most accurate meaning of "cue reduction"?

- a. differentiation of the stimulus into its component parts

- b. integration of the response into a precise and continuous performance
- c. identification and isolation of the essential aspects of the stimulus
- d. reduction of the stimulus pattern necessary to promote a given response
- e. reduction to its bare essentials of the response pattern elicited by a given stimulus

2.689 Which of the following is not one of the four essential aspects of the learning act as postulated by Miller and Dollard?

- a. The learner must do something.
- b. The learner must get something.
- c. The learner must notice something.
- d. The learner must solve something.
- e. The learner must want something.

2.690 The barrier that blocks the individual's progress toward his goal is likely to be

- a. a physical obstacle
- b. personal limitations
- c. social or societal restrictions
- d. incompatibility between goals
- e. any one or more of the above

2.691 Which of the following steps of the learning process is out of place?

- a. motivation
- b. obstacle
- c. response
- d. goal
- e. reinforcement

2.692 Which of the following factors is least fundamental to the effectiveness of the learning act?

- a. adequate incentives
- b. experiential background
- c. participation of the learner
- d. reinforcement of the correct response
- e. situational opportunity

2.693 Which of the following would least qualify as an essential aspect of the process of learning?

- a. adequate readiness
- b. response to stimulation
- c. insight into means-end relationships
- d. the reinforcement of a response
- e. an obstacle to the attainment of the goal

2.694 To condition a response there must be present all but one of the following conditions. Which one is not essential?

- a. a motivated organism
- b. an original S-R bond
- c. the simultaneous presentation of a natural and a neutral stimulus
- d. multiple repetition of the S-R bonds involved
- e. compatibility between the two S-R bonds involved



2.695 Learning to dislike algebra because the teacher is rigid and requires much monotonous drill illustrated the principle of

- a. conditioning
- b. formal discipline
- c. motivational intensity
- d. perceptual rigidity
- e. reaction formation

2.696 Conditioning as a method of learning plays its major role in the learning of

- a. attitudes
- b. concepts
- c. facts
- d. relationships
- e. skills

2.697 Repeated failure to reinforce a previously learned response is most likely to lead to

- a. the development of a strong habit
- b. the elimination of an habitual response
- c. striving for unrealistic goals
- d. experimental neurosis
- e. anxiety

2.698 Which of the following statements concerning conditioning is most acceptable?

- a. Conditioning is possible only in the case of simple reflex-type behavior.
- b. Conditioning is limited to the learning of facts.
- c. Conditioning is limited to the learning of motor skills.
- d. Conditioning always goes in the direction of the response of the stronger bond.
- e. Conditioning is effective only in the development of isolated associations, e.g., the addition combinations.

2.699 Modern educators are accepting more and more the notion that the time to learn a skill is

- a. in the early years when the mind is pliable
- b. when the required readiness is attained
- c. when it is needed by the individual
- d. when other children are learning it
- e. when opportunity for effective guidance and supervision becomes available

2.700 The laws and principles of learning have been derived from the study of

- a. biochemistry (of the body)
- b. neurophysiology
- c. mendelian principles
- d. behavior
- e. cell pathology

2.701 Which of the following statements concerning the so-called "laws" of learning is most acceptable?

- a. They describe the nature of the neuro-muscular changes occurring during learning.
- b. They describe certain influences that aid or hinder learning.

- c. They do not pertain to the learning of lower animals.
- d. They operate in the same manner and degree for all learning situations.
- e. They apply only to the learning of skills and non-ideational material.

2.702 Thorndike's greatest contribution to the psychology of learning is the principle (or law) of

- a. dynamic association
- b. effect
- c. exercise
- d. reinforcement
- e. selective perception

2.703 Which of the following statements best describes the law of effect as it is now accepted?

- a. Those responses which are followed by non-satisfying aftereffects are not learned.
- b. Those responses followed by satisfying aftereffects tend to be learned.
- c. Responses followed by satisfying aftereffects tend to be learned and responses followed by non-satisfying aftereffects tend to be eliminated.
- d. Those responses are learned which are followed by either satisfying or non-satisfying after-effects.
- e. Satisfying experiences tend to be remembered.

2.704 With respect to the irradiating effects of reward, it has been found that the spread is

- a. backward, i.e., to the task just completed, only
- b. forward, i.e., to the next task, only
- c. mostly forward but with some reinforcement of the previous task
- d. mostly backward but with some reinforcement of the next task
- e. both forward and backward in equal amounts

2.705 The law of effect is most closely connected with the concept of

- a. tension reduction
- b. the conditioned response
- c. trial and error behavior
- d. reinforcement
- e. practice

2.706 The law of effect implies that

- a. extrinsic punishment must be applied for wrong responses
- b. extrinsic rewards must be provided for right responses
- c. learning occurs by trial and error and haphazard reinforcement
- d. for learning to take place, the learner must have a motive and a goal clearly recognized
- e. the learning or non-learning of a response is related to the satisfaction it provides

2.707 The law or principle most closely related to the concept of needs and motives is that of

- a. diminishing returns
- b. effect
- c. exercise
- d. intensity
- e. readiness

2.708 In order to be of maximum effectiveness reinforcement of a given response must

- a. follow immediately upon the response
- b. be recognized as reinforcement by the organism
- c. precede rather than follow the response
- d. be of maximum strength short of causing disruption of the response
- e. involve simultaneous reward of correct responses and punishment of incorrect responses

2.709 Of the many reactions of which the individual is capable, the ones that are selected and learned are those that

- a. lead to the most accessible goal
- b. lead most directly to the goal
- c. are functionally related to a motive
- d. provide the greatest reward
- e. are practiced most frequently

2.710 Continuous evaluation of response is essential to effective learning because

- a. it emphasizes the avoidance of errors
- b. it emphasizes the reward of the correct response
- c. it gives the student a sense of confidence
- d. it increases motivation in the case of failure
- e. it helps the individual adjust his self-concept to the reality of the situation

2.711 The present consensus on the role of punishment (externally applied) with respect to the learning act is that

- a. it serves to reduce the strength of a habit
- b. it may actually reinforce the behavior it is designed to overcome
- c. it causes a decrease in both the rate and the accuracy of response
- d. it is generally more effective than positive reinforcement
- e. it leads to improvement in learning in direct proportion to its severity

2.712 Which of the following statements concerning the law of exercise is most acceptable to modern psychologists?

- a. It applies only to physical education.
- b. It implies repetition of the (identical) performance until perfection is attained.
- c. It is the most fundamental law of learning.
- d. It supports the contention that practice makes perfect.
- e. None of the above is acceptable.

2.713 The traditional school relied most heavily on the principle (or law) that, to be effective, learning had to be

- a. affectively pleasant
- b. exercised repeatedly
- c. meaningful
- d. related in time and place to previous learnings
- e. successful

2.714 In the final analysis, successful learning depends primarily upon

- a. interest and maturity
- b. readiness and effective practice

- c. practice and training
- d. motivation and effective study habits
- e. the adequacy of the neuro-physiological basis underlying learning
- f. the thoroughness of previous learnings

2.715 The principle (or law) of learning which stresses the relevancy of things to be associated is that of

- a. belongingness
- b. contiguity
- c. effect
- d. exercise
- e. intensity

2.716 The law of readiness is most similar in meaning to the principle (or law) of

- a. effect
- b. frequency
- c. belongingness
- d. maturation
- e. developmental tasks

2.717 Which of the following statements concerning insight and trial and error is false?

- a. A varied and persistent trial-and-error approach to a problem is often essential to the development of insight into means-end relationships.
- b. Trial and error and insight are mutually exclusive concepts and they cannot both take place in the same learning act.
- c. Trial-and-error behavior does not mean haphazard (chance) reactions.
- d. Insight is often more correctly "hindsight".
- e. To the extent that insight is involved, learning a "fact" would automatically imply seeing its applications, implications, and relationships to other learnings.

2.718 Trial-and-error learning in men and animals differ chiefly in that man places greater dependence upon

- a. overt activity
- b. rapid and energetic action
- c. symbolic manipulation
- d. the uniqueness of each problem
- e. the avoidance of insight

2.719 Insight may be defined as

- a. a set or orientation of the organism toward a given solution
- b. a form of inspiration involved in creativity
- c. a form of intuition closely related to instinct
- d. a systematic application of the scientific method to the solution of a problem
- e. a sudden reorganization of experience

2.720 The "sudden discovery of means-end relationships" in problem solving is generally known as

- a. perception
- b. insight
- c. intuition
- d. hypothesis
- e. inspiration



2.721 Probably the most important of the following determinants of the effectiveness of learning is

- a. the method of presentation
- b. the degree of meaningfulness and understanding
- c. the concentration of the learning periods
- d. the degree of overlearning
- e. the atmosphere of the learning situation

2.722 The mental changes involved as the learner acquires new ways of perceiving or apprehending things are referred to as

- a. cognitive
- b. affective
- c. conative
- d. tautological
- e. teleological

2.723 Which of the following is not a product of learning?

- a. attitudes
- b. concepts
- c. knowledge
- d. maturation
- e. skills

2.724 With which of the following aspects of learning are teachers and psychologists most directly concerned?

- a. the products of learning
- b. the process of learning
- c. the development of habits
- d. the avoidance of errors
- e. the accumulation of knowledge

2.725 Which of the following best expresses the modern educator's views toward the role and contribution of incidental learning toward the education of the child?

- a. They place essentially complete reliance upon it.
- b. They rely upon it to provide the basic framework, the gaps in which to be filled by formal education.
- c. They rely upon it to fill out the details of formal education.
- d. They expect it to act in a mutually reciprocal supporting role with formal education.
- e. They consider its role to be very minor and relatively haphazard and undependable.

2.726 Educators are agreed that practice in the fundamentals introduced as an incidental aspect of the study of meaningful units

- a. is the most effective and sure method of ensuring competence in the basic skills
- b. is effective only for the more adequate students of the class
- c. is too haphazard to be effective
- d. can be effective or ineffective depending on teacher competence in the choice of units
- e. must almost invariably be supplemented by more formal practice if gaps are to be avoided

2.727 The development of attitudes is often considered under the classification of..... learning.

- a. incidental
- b. formal
- c. informal
- d. collateral (concomitant)
- e. instrumental

2.728 Incidental learning is frequently more effective than formal learning because

- a. it is more flexibly organized
- b. it carries greater inherent interest
- c. it is more functionally related to pupil motives and purposes
- d. it has greater perceptual intensity
- e. it is usually more overlearned

2.729 Learning curves are designed to depict

- a. status at a given time
- b. general improvement brought about by practice
- c. likely maximum attainable in the individual case
- d. limits of improvement
- e. the occurrence of plateaus in learning

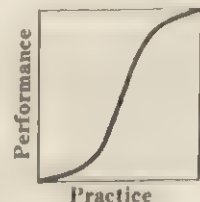
2.730 The type of learning most easily and clearly represented by use of learning curves is that of

- a. motor skills
- b. attitudes
- c. isolated facts
- d. problem-solving skills
- e. complex ideas and relationships

2.731 The basic learning curve would tend to display

- a. a rapid initial rise followed by a gradually declining rate of growth
- b. a rapid initial rise followed by a plateau
- c. a slow initial rise followed by a more rapid rise and finally a gradual flattening out
- d. a slow initial rise followed by a gradually increasing rate of growth
- e. no set pattern except in the case of the more simple skills

2.732 The general learning curve shown here



- a. shows the general trend of progress as it would apply to group averages
- b. is a gross oversimplification of learning progress, even in terms of group averages
- c. barring exceptions, gives a rather accurate picture of the individual's progress
- d. would have as its limit perfect performance on the part of the average member of the group represented
- e. can be used only in cases where ultimate performance is essentially unlimited

2.733 With the variables arranged as at the right, the learning curve based on a complete learning experience would probably look like



- a.
- b.
- c.
- d.
- e.

2.734 The primary reason why, when learning a new activity from scratch, early progress tends to be slow is that the learner

- a. may have to master subskills before he can show progress on the skill itself
- b. may have to "unlearn" conflicting habits and skills
- c. may be using an ineffective approach
- d. may be suffering from apprehension over his ability to master the activity involved
- e. generally needs a period of "warm-up" before attaining top efficiency

2.735 Research into the progress of learning as represented by learning curves has suggested that

- a. the most effective learning is characterized by a smooth continuous curve of gradual and steady progress
- b. that method is best that brings about the fastest initial rise in the learning curve
- c. a learning curve may show a decline in performance even though there is an actual improvement in the overall skill
- d. learning curves reflect group progress and are essentially meaningless in the individual case
- e. effective learning produces a learning curve paralleling that of mental growth

2.736 Learning curves for pupils of widely differing ability are likely to be

- a. converging
- b. diverging
- c. parallel
- d. non-comparable as to rate or shape
- e. mirror images of each other

2.737 Of the following characteristics of learning curves, which is most likely to occur in all cases of extended learning?

- a. initial spurts
- b. short-time fluctuations
- c. loss of motivation

- d. physiological limits
- e. plateaus

2.738 If a learner is "ready" when he begins a new task and the first teaching is good, his learning curve will probably rise

- a. rapidly with wide fluctuations
- b. rapidly with slight fluctuations
- c. at a moderate but very uniform rate of speed
- d. slowly but steadily
- e. very irregularly

2.739 A "plateau" on a learning curve can be distinguished from a "limit" by

- a. the level of performance at the time of its occurrence
- b. the steepness of the rise before its occurrence
- c. the further improvement in performance that occurs in the case of the plateau
- d. the number of plateaus which have preceded it
- e. the extent of the day-to-day fluctuations in performance

2.740 If a learner is on a plateau in an essential subject, the best policy for the teacher to follow is

- a. to recognize it as inevitable and do nothing special about it
- b. to explain to the pupil that he probably needs to work harder if he is to resume growth
- c. to diagnose the cause and apply remedial work
- d. to help him to rationalize it and reduce tension
- e. to ignore it realizing that hidden learning is taking place

2.741 A plateau is best defined as a period of

- a. no progress
- b. no apparent progress followed by further gains at a later date
- c. consolidation and reorganization
- d. erratic progress (including possible regression)
- e. incubation

2.742 The teacher's attitude toward the occurrence of a plateau in the learning curve should be one of

- a. great concern: they are frequently fatal to later progress
- b. complete unconcern: they will pass without harm to the learner
- c. acceptance: they invariably occur
- d. discouragement: they reflect failure on the part of the teacher to provide adequate guidance
- e. professional challenge: diagnostic and remedial work may be called for

2.743 A wise teacher's attitude toward plateaus should be that they are

- a. inevitable and of no consequence; "they will pass"
- b. generally beneficial since they permit consolidation of what has been learned
- c. likely to occur but should be overcome as soon as possible



- d. inexcusable; the result of faulty teaching or poor student cooperation
- e. of no concern to the teacher; learning must remain the student's responsibility

**2.744** The occurrence of plateaus in the learning process may be minimized by

- a. mastering complex skills in parts; then fitting them together
- b. helping the learner consolidate his learnings as he goes along
- c. decreasing the length of time between practice periods
- d. placing primary emphasis upon continuous diagnostic and remedial work
- e. making the learner plateau-conscious so that he will avoid them

**2.745** Which of the following would be least adequate as an explanation of the occurrence of plateaus in learning?

- a. undue attention to one part of the total performance
- b. negative transfer from one part of the total activity to another
- c. fatigue and/or tenseness on the part of the learner
- d. lack of balance among the different phases of a complex skill
- e. the attainment of complete learning, making further growth impossible

**2.746** In most types of learnings, the final level of attainment is set primarily by

- a. the physical and physiological limitations within the learner
- b. the learner's notion of what is adequate
- c. the usefulness of the learning in the present and anticipated future
- d. the time and opportunity available for practice
- e. the limitations involved in the method or technique used

**2.747** Which of the following does not belong?

- a. limits due to physical and physiological limitations
- b. limits inherent in the method or technique used
- c. limits due to the equipment used
- d. limits due to lack of incentive for improvement
- e. limits due to the difficulty of the task

**2.748** Which of the following is least acceptable? "Physiological" limits are of minor importance in the usual learning case because

- a. they are seldom, if ever, attained
- b. they seldom, if ever, limit one's achievement
- c. they exist only in theory
- d. no one can ever be sure he has attained his physiological limit
- e. any valid attempt to establish these limits would have to be in terms of their physiological, methodological, and mechanical components

## K. Guidance of Learning Activities

Role and purpose of guidance

Role of practice

Aspects of effective guidance

Study habits

**2.749** The first step in the guidance of the learning of a complex skill is

- a. to make sure the learner has a clear understanding of the goal to be attained
- b. to provide the learner with a good demonstration of what is expected
- c. to give the learner confidence in his ability to do what is expected
- d. to warn the learner against the possible mistakes he might make
- e. to have the learner practice the subskills before attempting the total performance

**2.750** In guiding the learning of a skill, it is generally best

- a. to use verbal directions in the early stages and later use demonstrations in the removal of errors
- b. to let the learner learn as much as possible on his own; (Answer his questions but keep directions to a minimum)

- c. to concentrate on the removal of errors as they occur; (Don't anticipate their occurrence)
- d. to prevent the learner from making mistakes
- e. to place the emphasis on "what to do" rather than on "what to avoid"

**2.751** In order to give effective guidance to the learning of a skill, the instructor must of necessity be able

- a. to execute the skill with a high degree of perfection
- b. to execute the skill with a higher degree of perfection than the person he is trying to instruct
- c. to develop in the student insight into the nature of the skill to be learned
- d. to foresee and forestall the development of bad habits, the occurrence of plateaus, etc.
- e. to give slow-motion demonstrations of the skill without distortion

2.752 In the following list of the aspects of the guidance of learning activities, which is most fundamental and should occur first from the standpoint of time?

- a. determination of methods of evaluation
- b. determination of methods of presentation
- c. determination of objectives
- d. selection of the learning activities
- e. selection of the materials of instruction

2.753 The best learning procedure in teaching children is to have them

- a. read about the way an activity can be performed
- b. write about the way an activity can be performed
- c. see an activity as it is being performed
- d. perform the activity themselves
- e. discuss the way an activity can be or has been performed

2.754 Which of the following is the least important aspect of the teacher's role in the guidance of learning?

- a. the development of insight into what constitutes an adequate performance
- b. the development of insight into what constitutes pitfalls and dangers to be avoided
- c. the provision of continuous diagnostic and remedial help
- d. the forestalling of bad habits
- e. the provision of encouragement and moral support

2.755 With respect to the guidance of learning activities, it is generally accepted that

- a. the more guidance that is provided, the more efficient the learning that results
- b. manual and verbal guidance in the learning of a motor skill is best given in the early stages of the learning
- c. in order to give effective guidance in the learning of a motor skill, it is essential that the instructor be able to make a better performance than the student he is trying to instruct
- d. except for the time it takes, the best method of teaching a child handwriting would be to guide his hand while he consolidated the habit and movements of effective writing
- e. early guidance must concentrate on the prevention and correction of errors so as to prevent the development of bad habits

2.756 Verbal guidance would be least effective in the learning of

- a. attitudes
- b. concepts
- c. facts
- d. relationships
- e. skills

2.757 The major advantage of films over other forms and media for guidance of the learning of a skill is that

- a. they have much greater versatility than other media

- b. they are self-explanatory so do not need to be pre-taught
- c. they can be edited ahead of time to eliminate errors
- d. they can be stopped, reversed, or slowed down without distorting the performance
- e. they present all aspects of the total performance simultaneously

2.758 With respect to explanation as opposed to practice in the early stages of learning, it is generally agreed that, in teaching a motor skill,

- a. a thorough explanation should be introduced first so that the learner has a complete understanding of the task before he undertakes the practice of it
- b. practice is the essential aspect of the learning; explanations should be introduced late and kept to a minimum
- c. practice should be encouraged prior to and simultaneously with the explanation whenever it makes explanation more meaningful
- d. the task should be presented piecemeal; one aspect of the task explained and practiced at a time
- e. all explanation should be kept back till the learner has a "feel" of the task and sees the need for guidance in improving

2.759 In trying to eliminate errors in the computational skills of an intermediate grade child, the teacher's best approach is

- a. to emphasize the pupil's recognition of errors
- b. to explain the errors and then emphasize the correct method
- c. to give equal attention to the errors and to the correct method
- d. to pay attention to the errors but concentrate on the correct method
- e. to have the child check over his work until he discovers his own errors

2.760 The most active guidance of a learning activity should be introduced

- a. in the early stages in orienting the learner in what to do
- b. in the early stages in orienting the learner in what to avoid
- c. in the later stages of the learning in correcting errors
- d. at any point in the learning when the learner is making errors
- e. whenever the learner is on a plateau

2.761 Research into the guidance of learning activities has shown its effectiveness to be

- a. relatively proportional to the quantity of guidance given
- b. an individual matter relatively independent of generalization and law
- c. greatest in the early stages of the learning
- d. greatest when it is primarily oriented toward the elimination of error
- e. relatively independent of the kind of guidance given



2.762 Research concerning the relative effectiveness of the various aspects of the guidance of learning activities has shown.....to be more effective than .....

- a. verbal guidance; manual guidance
- b. actual practice; guidance of any sort
- c. demonstration; guidance of any other kind
- d. concentrated guidance; less intense guidance
- e. emphasis upon correct responses; emphasis upon errors

2.763 The form of guidance most appropriate in the development of meanings, concepts, and other complex ideas is

- a. manual
- b. kinesthetic
- c. visual
- d. verbal
- e. a combination of the above in equal proportion

2.764 In the learning of skills, such as typing, the learner should be helped

- a. to evaluate his performance continuously in relation to his goal of performance
- b. to expect precision and accuracy from the very beginning
- c. to pay close attention to the muscular sensations which accompany the act
- d. to pay prime attention to errors so as to prevent and eliminate them
- e. to repeat the act over and over in exactly the same way till it is perfect

2.765 Research on the learning process has shown all but one of the following generalizations to be true. Which one is false?

- a. Plateaus in the learning curve can generally be avoided by pacing the learning.
- b. Practice is a necessary but not a sufficient condition for learning.
- c. The laws of learning apply to the learning of academic knowledge and skills primarily and almost exclusively.
- d. The whole method of learning is generally — but not invariably — superior to the part method.
- e. Nearly all the generalizations derived from research into the learning process are far from being exception-free.

2.766 Which of the following statements concerning the guidance of learning is false?

- a. Guidance is more important in the early stages of the learning.
- b. Guidance should be oriented primarily toward the avoidance of errors.
- c. Guidance can be given to excess.
- d. Guidance should incorporate continuous diagnostic and remedial help.
- e. In general, no form of guidance possesses distinct superiority over the others.

2.767 Modern research on the role of practice in learning supports the view that

- a. practice can lead to the deterioration (from a performance point of view) of a skill previously learned
- b. because of the essential nature of practice in the learning process, schools need to place greater emphasis upon drill and memorization as a means of promoting more effective learning
- c. all that can be expected from practice is for it to provide the opportunity for learning to take place
- d. the shorter the practice period the better
- e. the optimal length of the practice periods is a function of the material to be learned and is independent of the characteristics of the learner

2.768 Under most conditions, learning is best when

- a. acquired in large amounts in a few long learning periods
- b. broken up into the smallest possible units and the shortest possible practice periods
- c. acquired by practice over distributed periods
- d. adapted as to length and distribution of the learning periods to the nature of the specific situation
- e. acquired in any amount which does not produce physical fatigue

2.769 The principle of practice or exercise, as presently interpreted, postulates that

- a. it is the proper kind of practice — rather than practice per se — that leads to learning
- b. practice, to be effective, must be overt
- c. the thoroughness of learning is proportional to the amount of practice put into it
- d. practice is more effective in the removal of errors than in the consolidation of the correct response
- e. practice is effective in promoting learning only in instances which have a physiological basis

2.770 The present consensus relative to the role of practice in learning is that practice is

- a. a necessary and sufficient condition for learning
- b. a necessary but not a sufficient condition for learning
- c. a sufficient but not a necessary condition for learning
- d. neither a necessary nor a sufficient condition for learning
- e. in no way related to learning

2.771 Assigning all students the same amount of practice for a given skill usually results in

- a. effective learning for all students
- b. effective learning on the part of the brighter students
- c. maximum uniformity in the attainment of satisfactory standards
- d. ineffective learning for a few of the students
- e. ineffective learning for the majority of the students

**2.772** Even after a pupil has learned to solve a problem he may profit from being required to re-solve it. This is best justified on the basis of

- a. discovering new and better modes of attack on the problem
- b. developing greater insight into its solution
- c. strengthening neural pathways
- d. reinforcing the response through the law of exercise
- e. keeping children purposefully occupied

**2.773** Dunlap has shown that deliberate practice of a wrong response can lead to its removal. For this to occur, it is necessary that

- a. punishment accompany each repetition of the incorrect response
- b. the individual have no strong habit with respect to the wrong response
- c. the individual make a mental note of the correct response every time he completes the incorrect response
- d. the incorrect response be clearly recognized as incorrect
- e. practice be continued in sufficiently long practice periods to bring about experimental extinction through fatigue

**2.774** Whether or not practice leads to learning depends primarily on

- a. the intensity of the learner's motivation
- b. the frequency and distribution of the practice periods
- c. the learner's attention and concentration during practice
- d. the success or failure of the responses from the standpoint of the attainment of the goal
- e. the reinforcement of chance responses

**2.775** Probably the most effective way of learning meaningful verbal material is

- a. regularly scheduled long concentrated practice periods partially devoted to recitation
- b. regularly scheduled short distributed practice periods partially devoted to recitation
- c. regularly scheduled short distributed practice periods devoted to reading and re-reading
- d. regularly scheduled long concentrated practice periods devoted to listening
- e. a mixture of long and short practice periods arranged to fit the occasion and opportunity

**2.776** Which of the following is generally the best organization of practice periods in order to promote effective learning?

- a. long practice periods separated by long intervals between practice
- b. long practice periods separated by short intervals between practice
- c. short practice periods separated by short intervals between practice
- d. short practice periods separated by moderately long intervals between practice
- e. short practice periods with progressively longer intervals between practice

**2.777** The most effective type of practice is that in which the learner

- a. is completely on his own
- b. uses his learnings in the solution of more advanced problems
- c. attains a high degree of perfection
- d. is carefully prevented from making mistakes
- e. is relatively unconcerned as to the outcome

**2.778** Distributed (spaced) learning, by comparison to concentrated practice,

- a. is about as effective for both immediate and delayed recall
- b. is especially superior from the standpoint of the retention of meaningful material and least superior in nonsense material
- c. is about as effective for delayed recall but much more effective for immediate recall
- d. is costly in effort because of the forgetting occurring between learning sessions
- e. is more economical in time required to produce any and all forms of learning and more effective in promoting any and all forms of retention

**2.779** Which of the following constitutes the greatest advantage of short spaced practice periods over massed methods of learning?

- a. It makes for greater motivation.
- b. It promotes more immediate recall.
- c. It forestalls the consolidation of errors.
- d. It permits greater concentration.
- e. It capitalizes on peak effectiveness in performance.

**2.780** From which of the following standpoints would the superiority of short distributed practice periods over cramming be least?

- a. transfer of training
- b. long-term retention
- c. short-term retention
- d. total time in acquisition
- e. clarity and insight

**2.781** A beginner should generally be discouraged from practicing a skill without supervision because of the likely

- a. loss of motivation due to lack of moral support
- b. fixation of bad habits
- c. choice of an ineffective technique
- d. lack of early progress
- e. difficulty in objective appraisal of progress

**2.782** Which of the following is probably the most convincing explanation of the superiority of short and spaced practice periods over cramming?

- a. It allows different approaches on successive practice periods.
- b. It avoids fatigue.
- c. It minimizes loss involved in warm-up periods.
- d. It allows wrong responses to drop out.
- e. It permits the right response to consolidate.



2.783 The need for reconsideration of the duration and spacing of practice periods for a given individual would be most indicated when

- a. his performance hits a plateau
- b. his performance at the beginning of a practice period is less adequate than it was at the end of the previous practice period
- c. his performance during a given practice period, after improving for a while, reaches a peak and then declines progressively toward the end (of the practice period)
- d. some of the errors and false steps of his previous practice period are still present
- e. some forgetting of the basic aspects and requirements of the task has taken place between practice periods

2.784 For maximum efficiency in learning a given passage for one single production (e.g., a school play), it is best to have

- a. many relatively short practice periods distributed over a long period of time
- b. a few relatively long practice periods distributed over a long period of time
- c. many short practice periods concentrated just before the performance is required
- d. relatively long practice periods concentrated just before performance is required
- e. a mixture of long and short practice periods as the opportunity and demand arise

2.785 Research in the relative effectiveness of learning by wholes and by parts has shown that

- a. learning by parts is better than by wholes
- b. learning by wholes is better than by parts
- c. the relative effectiveness of each depends on the nature of the material being learned
- d. the relative effectiveness of each depends on the nature of the learner and of the material
- e. learning by wholes tends to be more effective in most cases

2.786 Probably the most effective way of learning a complex and complicated skill is

- a. to practice the whole skill over and over
- b. to practice each part of the skill separately
- c. to practice the whole skill with separate attention to parts where indicated
- d. to alternate between practice on the whole and on the parts
- e. to integrate part by part into a continuous performance before proceeding to the next part

2.787 As a rule, the part method is most likely to be superior to the whole method for

- a. learnings involving logical relationships
- b. long-term retention
- c. the early stages of the learning of meaningful material
- d. the final phases of the learning of a complicated skill
- e. immature learners dealing with a long selection of non-uniform difficulty

2.788 Which of the following is the major reason why the evidence concerning the relative effectiveness of studying by parts or by whole is inconclusive?

- a. It varies with the difficulty of the material.
- b. It varies with the intellectual status of the learner.
- c. It varies with the method of study.
- d. It varies with the length of the material to be learned.
- e. It is impossible to define what constitutes a whole and what constitutes a part.

2.789 The major argument against learning by wholes is that

- a. it may lead to an underlearning of some of the parts and overlearning of others
- b. it does not give sufficient reinforcement to right and wrong responses
- c. it is not as efficient as the part method
- d. it creates anxiety in young and insecure learners
- e. its superiority to the part method is restricted to meaningless material

2.790 The superiority of the whole method of learning over the part method is least evident in the case of

- a. bright children
- b. difficult or easy material
- c. material that is essentially meaningless
- d. material that is sequential in nature
- e. material that is of uniform difficulty

2.791 Which of the following is *not* an acceptable explanation of the superiority of the recitation method (over the re-reading method)?

- a. Recitation provides an immediate goal to work for.
- b. Recitation provides an immediate confirmation of responses.
- c. Recitation simulates the testing situation.
- d. Recitation favors the organization of material into a coherent response pattern.
- e. Recitation forestalls the consolidation of error.

2.792 Research has shown that the percentage of the total study time which could profitably be devoted to recitation as opposed to re-reading could be as high as

- a. 20%
- b. 40%
- c. 60%
- d. 80%
- e. 95%

2.793 Recitation in learning appears most profitable when introduced

- a. at the beginning of the learning period
- b. uniformly throughout the learning period
- c. toward the end of the learning period
- d. only as preparation for the testing period
- e. as a final check on the adequacy of the learning

**2.794** Which of the following statements concerning the relative superiority of emphasis on re-reading and recitation in promoting learning is most acceptable?

- a. Re-reading tends to promote greater accuracy than recitation.
- b. Recitation without supervision should be avoided as it may fixate errors.
- c. Recitation owes its superiority to the learner-activity it promotes.
- d. Recitation, to be effective, must be recitation to someone, not to oneself.
- e. Re-reading is about as effective for immediate recall but less effective for delayed recall.

**2.795** Which of the following generalizations with respect to organization of learning material is safest in the light of our present knowledge?

- a. Any organization is preferable to chance order.
- b. Chance order arrangements are excellent because they require the pupil to do his own organizing.
- c. Logical organizations seem to promote more permanent learning.
- d. Psychological organization is most effective at all levels of instruction.
- e. Organization lies in the learner, not in the material.

**2.796** What determines most clearly the effectiveness with which learning takes place is the extent to which

- a. the learner reads widely to obtain a variety of viewpoints
- b. the learner engages in some kind of manual or physical activity as a part of the learning process
- c. the learner's own purposes are involved in the learning activity
- d. constant evaluation of the learner's successes is made
- e. the learner's errors and shortcomings are emphasized and corrected

**2.797** Purposeful group learning in the classroom generally begins with

- a. intelligent trial-and-error activity
- b. motives and a clarification of objectives
- c. hypotheses and generalizations
- d. delegation of responsibility to the members of the group
- e. exposition of the plan of attack by the teacher

**2.798** The rules of mensuration in arithmetic are most effectively learned through

- a. systematic drill
- b. incidental everyday experiences
- c. specially selected meaningful experiences
- d. a topic-by-topic approach to the study of arithmetic
- e. a systematic procedure of laying out and measuring each geometric figure

**2.799** A teacher in introducing a new subject upon meeting his class for the first time had best

- a. begin with the first lesson without delay
- b. give the class a broad outline of the subject
- c. begin at once with the review of the relevant material of the previous grades
- d. concentrate on identifying potential trouble-makers and leaders of classroom mischief
- e. divide his class into teams for discussion, group projects, etc.

**2.800** Research into the relative effectiveness of the lecture and discussion methods in promoting academic mastery has shown

- a. neither method to be clearly superior to the other
- b. the lecture method to be superior for the duller students
- c. the discussion method to be more economical of student time (for a given degree of mastery)
- d. the discussion method to be more profitable to those who listen than to those who talk
- e. the "straight" discussion method to be more effective than the "straight" lecture method

**2.801** The teacher's primary contribution to the education of children during the supervised study period lies in

- a. maintaining silence and order
- b. checking on homework
- c. seeing that children are working on their assignments
- d. improving pupil study skills
- e. getting to know pupils as individuals

**2.802** Notes from lectures or readings should include

- a. everything time permits
- b. only the major generalizations
- c. the main points with enough supportive data to preserve the meaning
- d. very little; the time is better spent in concentrating on the lecture or readings
- e. nothing but a few key words to mark the general direction of the discussion

**2.803** Research evidence indicates the most effective placement of study questions is generally

- a. at the end of the learning
- b. at the beginning of the lesson
- c. during the last half of the lesson
- d. a matter of personal opinion and preference; the research is inconclusive
- e. determined by the background already possessed by the learner

**2.804** Which of the following would be characteristic of good reading notes?

- a. They are taken as you go along reading the material.
- b. They are taken in the words of the author.



- c. They are thorough and comprehensive with a maximum of detail.
- d. They are in outline form with a minimum of supportive detail.
- e. They are arranged in a bound notebook with entries arranged in chronological order.

2.805 Of the following methods of study, which is the most likely to result in inefficient use of time?

- a. comprehending the meaning before attempting to memorize
- b. scanning the assignment to get the general idea before studying it in detail
- c. mastering completely each concept before proceeding to the next
- d. arranging the details into some structural framework
- e. taking time to react to what is being studied

2.806 Perception can best be improved by

- a. concentrating on the differentiation of the total situation into its details
- b. developing familiarity with the general framework into which the details of a given situation must fit
- c. building resistance to distractions and irrelevant details
- d. increasing one's sense of observation
- e. developing interest in the situation

2.807 Which of the following generalizations is most acceptable in the light of our knowledge of perception in relation to the effectiveness of learning?

- a. Auditory presentation promotes more effective learning than visual presentation.
- b. A tactual approach seems to elicit the greatest permanence of learning.
- c. Visual presentation alone is superior to any other single medium.
- d. A combination of sense modalities seems to be better than dependence on any one alone.
- e. Children who do not respond well to visual and auditory presentation invariably do better with a kinesthetic approach.

2.808 A sensation that has attained awareness and some degree of meaning is known as

- a. concept
- b. a perception
- c. a stimulus
- d. an appreciation
- e. an understanding

2.809 Which of the following is *not* true of experience and perception?

- a. Experience underlies perception.
- b. Perception underlies experience.
- c. Both experience and perception are very closely related to the self-concept.
- d. Our previous experiences often cause a distortion in our perceptions.
- e. None of the above; they are all true.

2.810 Which of the following is least important in connection with the selectivity of perception?

- a. the intensity of the stimulus
- b. the repetition of the stimulus
- c. the proximity of the stimulus
- d. the motivation of the organism
- e. the total configuration of which the stimulus is a part

2.811 The general consensus concerning the development of one's ability to learn ordinary material is that

- a. it is greatest in early childhood
- b. it reaches its peak in adolescence
- c. it reaches its peak in middle age
- d. it remains fairly constant throughout life
- e. it reaches its peak in the early twenties along with the other aspects of maturity

2.812 Research into adult learning has shown that

- a. the decline of learning ability in adulthood is a decline in mental speed, not in mental power
- b. adults undergo a steady decline in the effectiveness with which they can learn
- c. the mind reaches its peak effectiveness in the early thirties
- d. other factors are more potent than age in determining the relative effectiveness of the mental processes of adults
- e. the rigidity that accompanies adulthood is the most potent factor limiting adult learning

2.813 Research in the learning ability of adults suggests that

- a. as they grow older, adults do increasingly better on tasks requiring alertness and flexibility
- b. an adult can learn new things about as well as a 16-19 year old of comparable IQ
- c. dull adults become progressively duller (IQ-wise) while bright adults become progressively brighter
- d. adults show a rapid decline after 16 with respect to general information
- e. adults reach their peak performance in any mental task before the age of thirty

## L. Retention and Forgetting

Nature of forgetting

Psychological explanation

Educational implications

2.814 Curves of retention of non-functional material typically show

- a. a slow initial drop followed by gradual tapering off
- b. a slow initial drop followed by rapid losses
- c. a rapid initial drop followed by gradual losses
- d. a rapid initial drop and substantial subsequent losses to the point of almost complete obliteration
- e. no constant pattern from one study to another

2.815 The early studies of forgetting by Ebbinghaus are still important because

- a. they give insights into methods that tend to minimize forgetting
- b. they provide the experimental basis of the theory of retroactive inhibition
- c. they established the relative futility of memorization as a method of study
- d. they established the basic pattern of the forgetting of material once known
- e. they identified the major factors causing forgetting

2.816 The method most sensitive to the detection of any trace of retention is

- a. the method of paired associates
- b. the recall method
- c. the recognition method
- d. the reconstruction method
- e. the saving method

2.817 Which of the following statements concerning retention is the least correct?

- a. When calculated by the percent-saved method, the longer the list memorized, the more of it is retained.
- b. Quick learning and good retention tend to go together.
- c. Differential forgetting is one of the explanations of the relative superiority of distributed over massed practice.
- d. Other things being equal, the more thorough the learning, the less the forgetting that takes place.
- e. There is general agreement that material, once learned, is never forgotten; it is simply repressed beyond ready recovery.

2.818 Which of the following statements concerning retention is incorrect?

- a. Pleasant material tends to be retained longer than unpleasant material.
- b. Even when learned to the same degree, motor skills are retained longer than verbal material.
- c. When learned to the same degree, longer selections tend to be retained to the same degree as shorter selections.
- d. Retention is positively correlated with both the speed and thoroughness of acquisition.

- e. Retention is both facilitated and interfered with by (different degrees of) the similarity of the original and interpolated material.

2.819 Which of the following statements about retention is false?

- a. The more functional the material, the less it is forgotten.
- b. Overlearning tends to prevent forgetting.
- c. Reminiscence refers to the fact that learning may continue *after* the end of the learning session.
- d. To be valid, a study of retention in the elementary school should measure forgetting over a minimum period of a year.
- e. In arithmetic, gains as well as losses in retention actually occur over the summer vacation.

2.820 Which of the following statements concerning forgetting is least correct?

- a. Curves of forgetting, like curves of learning, tend to follow the same general pattern for all types of material.
- b. The time interval (i.e., length of interval of disuse) appears to be the most important determinant of forgetting.
- c. All things being equal, pleasant experiences are recalled best.
- d. Whereas in most school activities there is a deterioration in knowledge over the summer vacations, there may be an actual gain registered in some activities.
- e. Research evidence indicates that generalizations tend to be retained longer than facts.

2.821 Which of the following statements concerning the measurement of retention is the most correct, other things being equal?

- a. Recall is a more effective way of measuring retention than is recognition.
- b. Recognition is a more effective way of measuring retention than is re-learning.
- c. Relearning is a more effective way of measuring retention than is either recall or recognition.
- d. Recognition is a more effective way of measuring retention than is recall.
- e. None of the above; the word "effective" has no meaning in this context.

2.822 Which of the following procedures would be best from the standpoint of efficiency of acquisition for a given degree of long-term retention?

- a. a high level of overlearning
- b. reviews spaced progressively further apart
- c. trial and error
- d. cramming
- e. studying by parts



2.823 Which of the following most accurately expresses the relationship between sleep following learning and retention?

- a. Forgetting proceeds most rapidly during sleep.
- b. The material is forgotten during sleep at the same rate as during waking hours.
- c. Some forgetting occurs during sleep but not as much as during more active mental activities.
- d. Sleeping immediately following learning frequently results in reinforcement (i.e., gain) rather than in forgetting (or loss).
- e. There is no logical reason why sleep should affect retention one way or the other.

2.824 Which of the following generalizations is, in the light of our present knowledge, the clearest statement of the relationship of the speed of learning to the permanence of learning?

- a. Fast learning is like cramming: "easy-come, easy-go".
- b. Slow learners remember material longer.
- c. Fast learners tend to remember best.
- d. There is little relationship between speed of learning and the degree of retention.
- e. The relationship is so complex as to be incapable of generalization.

2.825 When one pursues a year of French, then a year of German and finds that his knowledge of German interferes with his recall of French, we call that interference

- a. associative inhibition
- b. retroactive inhibition
- c. synaptical inhibition
- d. associative interference
- e. experimental extinction

2.826 Which of the following best explains the phenomenon of forgetting?

- a. the passage of time
- b. the phenomenon of reminiscence
- c. the phenomenon of interference
- d. repression
- e. negative transfer

2.827 The active process of interference of previous learnings by subsequent learnings is generally known by the technical term of

- a. confounding
- b. repression
- c. resistance
- d. retroactive inhibition
- e. transference

2.828 Retroactive inhibition refers to

- a. the forgetting which results from repression
- b. the interference of a given learning by subsequent learnings
- c. the gradual decline in learning ability and retention occurring in old age
- d. the interfering effects of conflicting motives upon acquisition
- e. the negative transfer of certain learnings upon the acquisition of subsequent learnings

2.829 When a student can no longer recall material he had studied some time previously, one can assume that

- a. he had never learned it
- b. he repressed it
- c. it was lost as a result of the interference of subsequent learnings
- d. the neural connections involved faded as a result of disuse
- e. the material was too difficult for adequate mastery

2.830 It has been found that children lose much of their learning during the summer vacation. Which one of the following shows the least depreciation over the summer months?

- a. arithmetic computation
- b. arithmetic reasoning
- c. historical dates and places
- d. rules of punctuation and grammar
- e. spelling

2.831 Which of the following is not an aspect of forgetting?

- a. dropping out of details
- b. substitution of details from one's experiences
- c. addition of details from one's experiences
- d. repression of details unacceptable to the self
- e. none of the above; they are all aspects of forgetting

2.832 Which of the following factors is in itself least involved in retention?

- a. the similarity of the interpolated and original material
- b. the difficulty of the interpolated material
- c. the degree of mastery of either the original or the interpolated material
- d. the learner's familiarity with the original material
- e. the cohesiveness and inter-relatedness of the original material

2.833 Which of the following is least conducive to long-term retention?

- a. The learner has a wide experiential background.
- b. The learner has effective study habits.
- c. The material has been considerably overlearned.
- d. The learner took much more than average time to attain a given level of mastery.
- e. The material was meaningful to the learner.

2.834 The "threshold of reaction" refers to

- a. the intensity of stimulation sufficient to produce on the part of the organism awareness of said stimulation
- b. the intensity of stimulation required to elicit the intended reaction
- c. the limit of perfection attainable in a given skill through the use of a given technique
- d. the minimum level of learning which will allow reproduction of the material
- e. the point beyond which overlearning produces no further improvement in performance

2.835 Interpolated learnings will generally have the greatest interference effect upon retention in the case of

- a. the dull child
- b. the gifted child
- c. the child of average ability
- d. the child with the broadest background
- e. none of the above; the interference is the same for all

2.836 Retroactive inhibition from one situation to another is greater

- a. the greater the time lapse between the learning of the two situations
- b. the greater the relative similarity of the two situations
- c. the greater the degree to which each situation has an independent and well-knit organization of its own
- d. the greater the thoroughness with which each situation is learned
- e. the greater the intellectual caliber of the learner relative to the difficulty of the task

2.837 Forgetting can be considered to be

- a. a passive process of fading
- b. the result of incorrect learning
- c. the result of insufficient learning
- d. a case of mental disassociation
- e. a case of negative transfer

2.838 When facts are retained over unusually long periods of time, their permanence is probably best explained in terms of

- a. the absence of inhibition
- b. the learner's intent to remember
- c. the high intelligence of the learner
- d. their recurrent use or application
- e. thorough grasp by the learner

2.839 An interpolated activity has its greatest inhibiting effect upon the retention of the original learning as it is

- a. almost identical with the original activity
- b. presented immediately prior to the reproduction of the original
- c. thoroughly understood and assimilated
- d. presented to students of high intelligence and experiential background in the field
- e. dissimilar to the original activity

2.840 The longest review period is most profitably placed

- a. immediately before the test
- b. within 48 hours of the original learning
- c. at any time between the original learning and the test
- d. at whatever point the learner's motivation is strongest
- e. never; all review periods should be of the same duration

2.841 Which of the following would be least effective in minimizing the interference of subsequent learning with the retention of the original learning?

- a. teaching only material for which the learner has the necessary readiness
- b. teaching sufficiently thoroughly that the learner gets a thorough grasp of the principles involved
- c. stressing reasons, causes, generalizations, and broad concepts rather than mere facts
- d. teaching each lesson as an independent and self-contained unit, as independent of other materials as possible
- e. making the learner memory-conscious by letting him understand that he will be tested on the material

2.842 The basic reason why meaningful material is learned rapidly is that

- a. the learner is less likely to become bored
- b. it is related to previous experiences of the learner
- c. it has continuity and meaning inherent in itself
- d. it is less susceptible to delayed forgetting
- e. it permits more effective transfer

2.843 In order to promote long-term retention, the teacher should

- a. carefully prevent the occurrence of mistakes
- b. encourage cramming through periodic drill
- c. encourage the memorization of material even if not thoroughly understood
- d. reinforce the learning with the introduction of relatively similar material immediately after the learning
- e. use the material in discussion and study of more advanced material

2.844 To improve his ability to remember, one should

- a. cultivate efficient habits of acquiring
- b. compose mnemonic devices
- c. exercise mental discipline
- d. practice memorizing difficult material
- e. do none of the above; memory is a basic component of intelligence which is essentially unimprovable

2.845 Studies of the conditions which affect retention show that

- a. conditions of learning should be held as constant as possible regardless of the conditions of reproduction
- b. conditions of learning should conform as fully as possible to anticipated conditions of reproduction
- c. similarity in the conditions of learning and of reproduction does not seem related to degree of retention
- d. emotionalized learnings are best reproduced under non-emotional objective conditions
- e. rats which have learned to run a maze will not be disturbed if the maze is rotated or the lighting changed

2.846 The most correct statement with respect to overlearning is:

- a. Overlearning is probably the most effective technique for promoting retention.



- b. Overlearning is beneficial but may not be economical.
- c. Overlearning fixes bad habits and is therefore harmful.
- d. Overlearning improves understanding but generally impairs retention.
- e. Learning is learning; nothing can be overlearned.

2.847 "Strategic overlearning" refers to learning beyond bare mastery when such learning is characterized by

- a. drill on parts according to a sampling scheme
- b. concentration on the parts not yet known
- c. concentration on all parts equally
- d. concentration on those parts that are likely to be asked on a test
- e. emphasis upon the outline and the framework rather than upon the content as a whole

2.848 Overlearning of a motor skill will result in

- a. a proportionate increase in retention
- b. no measurable increase in retention beyond normal learning
- c. a gradually declining rate of increase in retention with increasing degrees of overlearning
- d. actual decrease in retention in many cases
- e. varying degrees of increase or decrease in retention depending on such variables as motivation and other conditions of practice

2.849 With nonsense material, retention is .....the degree of overlearning.

- a. usually in direct proportion to
- b. usually in inverse proportion to
- c. uninfluenced by
- d. related in some unknown way to
- e. increased somewhat but not in direct proportion to

2.850 As a classroom procedure, frequent use of examinations

- a. is essentially a waste of valuable school time that should be devoted to learning
- b. permits students to do better on examinations through invalidating the final examination
- c. promotes effective learning through providing immediate goals for increased motivation

- d. promotes effective learning through outlining what are the important aspects of the course
- e. promotes effective learning through permitting the student to concentrate on what he does not know

2.851 Which of the following statements concerning the spacing and duration of review periods is least acceptable?

- a. The first review session should probably be the longest in terms of time.
- b. The first review session should follow as closely as possible the learning period.
- c. The review sessions should be spaced gradually further apart as time goes on.
- d. The review sessions should be spaced sufficiently far apart to allow errors to fade.
- e. The review sessions should be concentrated immediately prior to the time of reproduction.

2.852 The least helpful method of reviewing the work of the semester is

- a. to concentrate on the most important points
- b. to attempt to duplicate as closely as possible the original learning situation
- c. to distribute the review over at least several days
- d. to study those points upon which weakness exists
- e. to concentrate on the material that is likely to be covered in the examination

2.853 Arranging conditions of learning so as to coincide as nearly as possible with anticipated conditions of reproduction is often mentioned as a "recommended" study technique. Which of the following most adequately represents its values?

- a. It promotes strong motivation through providing an immediate objective for the learning.
- b. It makes for more associative cues during testing.
- c. It forces the learner to synchronize his study with the objectives of the course.
- d. It permits the learner to invalidate the test by preparing in advance pat answers to some of the questions.
- e. It promotes greater preparation for the test since the learner has to anticipate every possible examination question.

## M. Transfer of Training

Concept of transfer

Psychological explanation

Educational implications

2.854 Transfer of training can be thought of as

- a. the strengthening of a neural connection as a result of practice
- b. the effect any material already mastered has upon the subsequent learning of related material
- c. the facilitation of further learning which occurs

after certain faculties of the mind have been disciplined through rigorous intellectual training

- d. the carry over from one sport to another that results from formal physical training
- e. the carry over from one activity to another in those areas calling for "training" rather than "education"

2.855 From the standpoint of the basic purpose for which the school exists, that learning is best which

- a. is based on habit formation
- b. is greatly overlearned
- c. is properly motivated
- d. has maximum positive transfer value
- e. results in maximum retention

2.856 To the teacher of the next grade, transfer of training is most synonymous with

- a. adjustment
- b. creativity
- c. maturity
- d. readiness
- e. retention

2.857 Which of the following is not a determinant of the degree of transfer of training between two situations?

- a. commonness of the attitudes affecting the two situations
- b. similarity of the two situations in terms of the facts and skills involved
- c. similarity of the two situations in terms of the principles involved
- d. similarity in the degree of difficulty of the two situations
- e. transposability of elements from one situation to the other

2.858 A summary of the literature on transfer of training reveals "substantial" positive transfer in ..... of the studies reported.

- a. 10%
- b. 25%
- c. 50%
- d. 75%
- e. 90%

2.859 Which of the following factors best explains transfer of learning from one task to another

- a. confidence in one's ability
- b. lack of necessity to study the second task in full since certain aspects are already mastered
- c. greater interest in the second task because of experience with the first
- d. habits of looking for relationships
- e. greater background in the second task as a result of knowledge of the first

2.860 Transfer of training from Situation A to Situation B is affected most by

- a. the intelligence of the learner
- b. the meaningfulness of Situations A and B
- c. the method of presentation of Situations A and B
- d. the motivation of the learner
- e. the similarity of Situations A and B

2.861 Transfer of training occurs most readily when there are ..... between the two situations.

- a. associative cues
- b. identical elements
- c. perseverations
- d. invariant relationships
- e. logical relationships

2.862 As used in the traditional school, the term "mental discipline" referred primarily to

- a. the rigid control of pupil behavior
- b. the formal steps governing pupil thought processes
- c. the emphasis upon mental hygiene and personal development
- d. the strengthening of the mind through rigorous mental activity
- e. the classic curriculum through which pupil education was to be effected

2.863 Which of the following theories is no longer considered an acceptable explanation of transfer of training?

- a. the Theory of Transposability
- b. the Theory of Identical Components
- c. the Theory of Formal Discipline
- d. the Theory of Generalization
- e. the Theory of Ideals

2.864 The emphasis which best describes the Gestalt viewpoint on transfer of training is that upon

- a. similarity in the components of two learning situations
- b. the applicability to varied situations of whatever is learned
- c. patterns and relationships
- d. generalizations and principles
- e. the formal training of mental faculties

2.865 Which of the following statements best expresses the relationship between transfer of training and the intelligence of the learner?

- a. Transfer is greatest with learners of high intelligence.
- b. Transfer is greatest with learners of low intelligence.
- c. Transfer is generally greatest with persons of average intelligence.
- d. Transfer is relatively independent of the intellectual level of the learner.
- e. The relationship between transfer and intelligence is a controversial matter.

2.866 When a bright child taught to spell such words as *likable* and *sizable* goes beyond to drop the center *e* in such words as *noticeable*, the error is probably due to

- a. carelessness
- b. inaccurate observation
- c. lack of attention to details
- d. lack of phonetic background
- e. negative transfer



2.867 Which of the following factors would be least basic in determining the extent to which transfer of training takes place?

- a. the intelligence of the learner
- b. the attitude of the learner toward the usefulness of the material
- c. the mastery of the material by the learner
- d. the extent to which the learning has been generalized
- e. the disciplinary value inherent in the material

2.868 Transfer of training relies most heavily upon

- a. the intellectual status of the learner
- b. the nature of the material
- c. the method of presentation
- d. the attitude of the learner
- e. meaningfulness and generalization of experience

2.869 The Theory of Formal Discipline was based upon

- a. deductions derived from self-evident propositions
- b. faculty psychology
- c. experimental evidence
- d. the laws of association
- e. research in moral behavior

2.870 The Theory of Formal Discipline postulated that

- a. corporal punishment was undesirable
- b. discipline was best attained through promoting meaningful activities on the part of students
- c. separate "faculties" of the mind could be improved through training
- d. only the classical subjects had disciplinary value
- e. the incidence of disciplinary problems was minimized by emphasis upon a curriculum of hard classical subjects

2.871 Generally speaking, the best school program is one designed to provide the child with

- a. a formal education which will serve him best in college
- b. a practical education which will provide him with vocational and social skills
- c. an academic and intellectual versatility that will help him adjust to situations as he meets them
- d. a classic education designed to improve his mental powers
- e. a general education designed to give him the maximum information on everyday problems

2.872 The extent to which a response learned in one situation can be expected to function in other situations is a matter of the degree to which

- a. it has been reinforced
- b. it has been generalized
- c. it has been learned
- d. it has universal application
- e. it has disciplinary value

2.873 The development of reasoning and problem-solving ability through emphasis upon logic, mathematics, etc., would imply subscription to the Theory of

- a. Identical Components
- b. Formal Discipline
- c. Generalization
- d. Primary Mental Abilities
- e. Transposability

2.874 Thorndike's theory of transfer is to Judd's as

- a. negative is to positive
- b. specific is to general
- c. meaningful is to nonsense
- d. theoretical is to practical
- e. component is to pattern

2.875 Four of the following theories of transfer of training are essentially overlapping. Which is least like the others?

- a. Theory of Formal Discipline
- b. Theory of Generalization
- c. Theory of Ideals
- d. Theory of Identical Components
- e. Theory of Transposability

2.876 Gestalt psychologists explain transfer of training in terms of

- a. generalizations
- b. identical elements
- c. insight
- d. mental faculties
- e. transposability

2.877 Transfer of training results from developing

- a. mental alertness
- b. modes of behavior useful in a variety of situations
- c. powers of reasoning
- d. behavior adequate to the demands of the situation
- e. an adequate level of mental discipline

2.878 Transfer of training between two situations results only when

- a. there are identical elements in the two situations
- b. the learner takes advantage of the similarity of the elements in the two situations
- c. there is teaching for transfer
- d. the subject is such as to have high transfer value
- e. the learner has a disciplined mind

2.879 From a practical point of view, transfer of training occurs

- a. only in a positive direction
- b. only in a negative direction
- c. usually in a positive direction with occasional negative transfer
- d. usually in a negative direction with occasional positive transfer
- e. in no consistent direction or pattern

2.880 Research on the subject of transfer of training suggests that

- a. transfer can be expected to occur in worthwhile amounts in nearly all learning situations
- b. transfer, almost without exception, occurs in a positive direction
- c. transfer does not occur automatically but must be deliberately provided for
- d. the amount of transfer that takes place depends on the approach to the learning situation and is independent of the characteristics of the learner
- e. the amount of transfer that takes place depends on the nature of the situations involved and is independent of the approach to the learning and the characteristics of the learner

2.881 Training in ability to observe is best accomplished through

- a. the sharpening of the senses
- b. the development of favorable attitudes and habits
- c. the training of the mental faculty of observation
- d. the development of a framework of experience in the area to be observed
- e. the promotion of greater motivation and interest in the area to be observed

2.882 With respect to the training of observational ability, modern psychologists hold that

- a. a faculty of observation can be trained
- b. general skills and attitudes helpful in observation can be cultivated
- c. only in the case of persons with very low level of observational ability can improvement be expected
- d. such training is relatively impossible
- e. most people have had ample opportunity to train whatever observational competence of which they are capable so that further improvement is rarely to be expected

2.883 The most valid indicator of the learning of various educational outcomes (knowledge, skill, attitude) is

- a. actual behavior as observed by competent observers
- b. performance on standardized tests
- c. performance on well-formulated teacher-made pencil-and-paper tests
- d. the subjective appraisal of pupil progress by the teacher
- e. the learner's own appraisal of the extent of his learning

2.884 Training in which of the following areas is most likely to result in the greatest transfer?

- a. memorization
- b. generalizations
- c. perception
- d. problem-solving techniques
- e. habit formation

2.885 The value of education from a transfer of training point of view revolves primarily around the extent to which

- a. the curriculum has inherent transfer possibilities

- b. the child is encouraged to become transfer conscious and to form attitudes of wanting to apply what he learns
- c. the learner is of above average intelligence
- d. the teacher succeeds in making the material meaningful
- e. the emphasis in the curriculum is upon the classics and other subjects of known disciplinary value

2.886 Probably the most important single factor in the promotion of transfer (of training) lies in the area of

- a. making the learning experience as similar as possible to the situation of application
- b. forcing children to become transfer conscious
- c. helping children form favorable attitudes toward learning
- d. promoting a high level of mastery of subject matter
- e. listing examples of the applications of the material presented

2.887 Which of the following statements concerning transfer in the school situation is least acceptable?

- a. All curricular experiences have been found to have relatively equal potential transfer value.
- b. Abstract concepts aid in transferring responses from one concrete practical situation to another.
- c. Since transfer is often meager, the school should teach only those things which the child will encounter in adult life.
- d. There is no perceptible relationship between the difficulty of the subject and the gains in general intelligence that may be expected to result from studying it.
- e. One of the best ways of promoting transfer is to promote favorable attitudes toward transfer.

2.888 Research on the effect of different curricula upon reasoning ability has shown that

- a. those in the commercial curricula make significantly inferior gains
- b. the classical subjects bring about markedly greater gains than the others
- c. there is a definite hierarchy of gains associated with the curricula the students follow
- d. there is no appreciable difference in the gains resulting from the different curricula
- e. some subjects are almost completely devoid of transfer value

2.889 The modern consensus on transfer of training is that

- a. geometry is desirable on the high school curriculum because it disciplines the mind
- b. Latin has such small transfer value that students should be discouraged from taking it
- c. such subjects as Dramatic Arts have no transfer value
- d. the transfer value of a subject depends chiefly on methods of teaching and learning
- e. transfer is really not necessary for proper school functioning since the various academic subjects are relatively independent of one another in our present schools



2.890 The general consensus on the inclusion of Latin in the high school curriculum is that

- a. Latin has been shown superior in transfer value to nearly all other high school subjects
- b. The emphasis on Latin in the high school is based on a mistaken notion on the part of the lay public of its disciplinary value
- c. the transfer value of Latin, like that of any subject, depends on the way it is taught
- d. Latin should be made a requirement for college entrance since students who have taken Latin do better in college
- e. Latin can be justified as a high school subject on the basis of its disciplinary value alone

2.891 Which of the following is in clearest opposition to the concept of "life adjustment" education?

- a. the core curriculum
- b. the "Great Books" approach
- c. functional teaching
- d. unit teaching
- e. subject teaching

2.892 Transfer from a course in science is best promoted through

- a. emphasizing a thorough grasp of facts
- b. illustrating the use of the scientific method
- c. generalizing the findings of science
- d. emphasizing the experimental approach
- e. orienting the course to the nature of proof

2.893 Which of the following is the most desirable outcome of science education in the secondary school?

- a. knowledge of facts and principles relating to science
- b. laboratory skills

- c. mental discipline
- d. problem-solving skills
- e. a scientific attitude

2.894 The major objective of experiences in the social studies should be

- a. to give students training in democratic ideals and practices
- b. to develop a resource of historical facts
- c. to develop attitudes of patriotism, civic pride and responsible citizenship
- d. to give students insight in government structure
- e. to give students insight into America and its great heritage

2.895 Probably the most functional approach to the teaching of social studies is that based on

- a. the study of different cultures
- b. the sequence presented in current textbooks on the subject
- c. the units prescribed by the curriculum maker
- d. topics of current student interest
- e. a chronological approach to the history of mankind

2.896 Unified or integrated social studies courses represent a more realistic approach to the understanding of today's complex problems since they permit the student

- a. to discriminate between meaningless facts and well-defined generalizations
- b. to acquire knowledge that clearly differentiates between the contents of academic subjects
- c. to see a problem in terms of other related problems, situations, or circumstances
- d. to devote longer blocks of time to the subject without interruption
- e. to get a more consistent viewpoint (from one single instructor)

## N. The Higher Mental Processes

Reasoning and problem-solving

Meaning and understanding

Creativity

2.897 Reasoning differs from other forms of learning

- a. in kind
- b. only in degree and in emphasis
- c. in both degree and kind
- d. chiefly with respect to the laws underlying each
- e. with respect to the need for motivation to set it in operation

2.898 Combining past experiences in order to solve a problem which cannot be solved by the repetition of a previous behavior pattern is known as

- a. incubation
- b. reasoning
- c. verification
- d. the scientific method

- e. association

2.899 Which of the following is *not* a basic step of the process of scientific problem solving?

- a. identifying the problem
- b. collecting relevant information
- c. deriving logical hypotheses
- d. evaluating possible solutions
- e. none of the above; they are all basic steps of problem-solving

2.900 The part of the brain concerned with meaning, thought, and problem solving is

- a. the cerebellum
- b. the cerebrum
- c. the cortex
- d. the frontal lobes
- e. the medulla oblongata

**2.901** Which of the following statements concerning the development of reasoning is least acceptable?

- a. The relative ineffectiveness of children's reasoning stems primarily from their relative lack of experience and mental development.
- b. Reasoning is a capacity that develops late in the maturational process.
- c. There is no magic point of transition from inability to ability to reason.
- d. The reasoning of children is subject to the same limitations as that of adults.
- e. The development of reasoning ability bears a distinct relationship to the development of vocabulary.

**2.902** The crucial aspect of scientific thinking is

- a. the problem
- b. the results
- c. the scope
- d. the method
- e. the hypothesis

**2.903** The reasoning of an (human) adult, as compared with that of an animal, characteristically shows

- a. greater abstraction
- b. more directness in approach to the goal
- c. more energetic pursuing of the goal
- d. greater motivation
- e. more trial and error

**2.904** The most important single reason underlying the greater effectiveness of the reasoning of adults by contrast to that of adolescents is

- a. their greater intellectual capacity
- b. their greater store of past experience which may be symbolized
- c. their greater objectivity in thought
- d. their more scientific approach
- e. their greater relative freedom from prejudice and other forms of emotional distortion

**2.905** The most effective way of promoting problem solving on the part of high school students is

- a. to encourage them to look up answers in the basic text
- b. to give them solutions to certain problems as a model to follow in their reasoning
- c. to enroll them in subjects known for their disciplinary power, e.g., Latin, geometry, etc.
- d. to encourage them to use systematically such rules as "What am I to find, What am I given, . . ."
- e. none of the above; all would impede rather than promote problem-solving ability

**2.906** In a problem-solving approach to learning, the first step in the learning process would be

- a. to select the materials to be studied
- b. to identify a problem to be attacked
- c. to develop the hypotheses to be tested

- d. to collect the evidence to be processed
- e. to set forth certain tentative solutions

**2.907** Which of the following generalizations concerning the process of scientific thinking is least acceptable?

- a. That a person should display considerable capacity for original thinking in one area is no guarantee that he will display equally superior reasoning capacity in other areas.
- b. Dewey's analysis of the process of scientific thinking is based on considerable experimental research into the workings of the mind.
- c. Language is in essence a set of tools or aids to effective thinking.
- d. Thought can be defined as the manipulation of symbols and the experiences which they represent.
- e. Expecting students to rely on the basic text as the authority in the solution of their problems is generally a deterrent to the promotion of effective thinking on their part.

**2.908** In problem solving, it is generally wise to lay the problem aside temporarily when

- a. fatigue or frustration sets in
- b. the learner has a clear idea of the problem
- c. the problem is difficult
- d. the learner is working on a fruitless lead as a result of the wrong mind-set
- e. reasonable effort does not produce a solution

**2.909** The recent emphasis upon insight has been due largely to the influence of

- a. Thorndike's experiments on animal learning
- b. The Gestalt school of psychology
- c. the Dewey-inspired child-centered school of thought
- d. the purposive approach to education
- e. the progressive increase in the national IQ

**2.910** The process wherein two propositions are considered in relation to each other and a conclusion reached is called

- a. creativity
- b. insight
- c. concept formation
- d. syllogistic reasoning
- e. hypothesis formulation

**2.911** Which of the following statements concerning deductive reasoning is true?

- a. It refers to thinking that proceeds from a generalization to its application in the particular instance.
- b. It is the basis of the scientific method.
- c. It can extend knowledge but it cannot discover new truths.
- d. It is generally more precise than is inductive reasoning.
- e. It is least applicable to such fields as mathematics and logic.

**2.912** The highest level of knowledge involves

- a. application
- b. interpretations and evaluations



- c. rationalization
- d. recall
- e. recognition

2.913 Which of the following statements concerning the relationship between knowledge and the application of this knowledge is most acceptable?

- a. Acquisition and application of knowledge are separate functions; it is not logical to expect they will go together.
- b. Knowledge in itself is no guarantee of its application.
- c. What is known can be — and will be — applied when the occasion arises.
- d. Knowledge, if adequate, will by itself lead to understanding and to correct behavior.
- e. Psychologists do not recognize as "knowledge" learnings that are not reflected in overt behavior.

2.914 Psychologists would subscribe to most of the following ideas. Which one is least acceptable?

- a. The common properties of a situation that form the basis of a general idea are the relationships and not the specific elements.
- b. Concentration on the personal consequence of success and failure is a hindrance to effective thinking.
- c. With regard to the learning of concepts, one should never expose a child to error.
- d. To know a fact should be the equivalent of knowing its implications and applications.
- e. Trial and error often plays a vital part in the solving of an ideational problem.

2.915 In which of the following situations would the socialized recitation be most likely to lead to the intensification of an error?

- a. The discussion is dominated by autocratic leadership.
- b. The problem is one on which none of the members has any information.
- c. Tension, insecurity over their status, and prejudice are at a high level among the members of the group.
- d. The problem is too advanced in complexity for the group to discuss intelligently.
- e. The teacher fails to exert adequate leadership.

2.916 Which of the following is least adequate as an explanation of why the social situation contributes to the effectiveness of problem-solving?

- a. It permits more accurate and quick appraisal of suggestions.
- b. It promotes greater personal involvement of the individual, forcing him to make his best contribution in order to maintain status.
- c. It permits a greater clarification of the problem.
- d. It permits a better opportunity for allocating aspects of the problem according to the specialty of the members.
- e. It places a greater sense of responsibility upon the individual for the solution of the problem.

2.917 The one essential condition for problem-solving to be effective is that

- a. the parts be presented in an organized way
- b. some degree of trial and error take place
- c. some degree of guidance be given
- d. the parts be within the understanding and experience of the learner
- e. the approach follow Dewey's steps of scientific reasoning

2.918 One of the most important ways of fostering problem solving on the part of students is

- a. to refuse to give or to accept pat answers
- b. to stimulate the formulation of a critical attitude
- c. to emphasize problems that are real to them
- d. to provide them with formal reasoning techniques
- e. to enroll them in "stiff" academic courses

2.919 Probably the most basic reason why individuals have difficulty in deriving clear meaning from what they hear and read is that of inadequacies in the area of

- a. mental ability
- b. experiential background
- c. interest and attention
- d. vocabulary
- e. effectiveness of presentation

2.920 It can safely be assumed that a student understands a principle when he can

- a. repeat it verbally
- b. give examples of it
- c. use it in solving unfamiliar problems to which it applies
- d. recognize it as familiar when he encounters it again
- e. answer specific objective-type questions connected with it

2.921 Which of the following statements concerning the development of meaning is least acceptable?

- a. Words mean to the learner what they represent in his experience.
- b. General ideas are usually acquired ready-made as a result of classroom instruction.
- c. Meanings must originally relate to concrete objects or experiences.
- d. Language facilitates meaning through permitting the manipulation of ideas.
- e. Clarify in meaning is cumulative; clear concepts favor the development of clarity in subsequent concepts.

2.922 Improvement in which of the following is least likely to reflect itself in improvement in the underachiever's grades

- a. reading comprehension
- b. reading speed
- c. adjustment to the school
- d. study habits
- e. attitudes toward schoolwork

**2.923** In order for a lesson to be effective, it is necessary for the teacher

- a. to raise the child's IQ
- b. to relate the material to the child's experience
- c. to organize the content so that the child can absorb it ready-made
- d. to present a maximum of detail to "round out" the lesson
- e. to plan the lesson to the last detail (and follow the plan)

**2.924** Which of the following would be least effective in the development of clear concepts?

- a. relating concepts to the learner's previous experience
- b. incorporating into the presentation an abundance of detail
- c. presenting a framework into which the details must fit
- d. presenting the material from different points of view
- e. helping the learner see the concepts in their applications

**2.925** A word is

- a. an abstraction
- b. a concept
- c. a generalization
- d. an object
- e. a symbol

**2.926** The meaning one attaches to a word or concept depends primarily upon

- a. the context in which it is used
- b. one's previous experiences
- c. its meaning in an absolute sense
- d. the meaning the author intended it to have
- e. the reader's mental set

**2.927** Which of the following generalizations would psychologists consider most unacceptable?

- a. Abstract concepts aid in transferring learning from one practical situation to another.
- b. The most evident characteristic of concepts and generalizations is that they are predominantly verbal.
- c. The level of conceptualization of which a child is capable depends more upon his IQ than upon his education and experience.
- d. Organization and meaning lie in the individual, not in the material.
- e. One of the basic dangers in teaching abstractions is that they come to be used with little understanding of the concrete experiences from which they are derived.

**2.928** Verbalism in education reaches the danger point when

- a. pupils must interrupt their work to use the dictionary
- b. the teacher uses verbal means to present concepts that might be formed visually
- c. the teacher (or book) uses rather complicated sentences when the same idea could be presented more simply

- d. the teacher verbalizes concepts from which pupils can derive no sensory image other than the sound and form of the word
- e. vocabulary drill is accepted as an objective of education

**2.929** An organization of bits of experience into a unitary and meaningful whole is

- a. a concept
- b. an insight
- c. a perception
- d. a sensation
- e. an apperceptive mass

**2.930** The most pertinent indicator of the complexity of the concepts which grade school children can master is their

- a. educational quotient
- b. experiential background
- c. grade placement
- d. intelligence quotient
- e. mental age

**2.931** Which of the following comes first in the sequence of deriving a concept?

- a. abstraction
- b. differentiation
- c. experiencing
- d. generalization
- e. systematization of experiences

**2.932** Which of the following teaching procedures is most conducive to the development of clear concepts?

- a. the presentation of as many details as possible
- b. the presentation of clear-cut definitions to be memorized
- c. the thorough analysis and study of separate parts
- d. a systematic beginning-to-end presentation of the concepts
- e. a varied presentation involving different sources and different approaches

**2.933** In what way does the curriculum maker contribute most to improving the degree of clarity of the concepts which the child has to develop?

- a. by simplifying the vocabulary through which the concepts are presented
- b. by delaying the introduction of a given concept till the child has had more opportunity to develop readiness
- c. by providing for repetition of the same concept at different levels of the curriculum
- d. by providing systematic experiences designed to stimulate the intellectual growth of the child
- e. by providing a systematic sequence of experiences graduated to build one concept upon another

**2.934** The process of identifying the common aspects or basic relationships in a variety of specific situations is known as

- a. finding the referents
- b. experiencing
- c. generalizing



- d. reasoning
- e. abstracting

**2.935** Concepts (or general ideas) develop through

- a. the process of integration
- b. the complementary processes of analysis and synthesis
- c. the process of careful observation
- d. the process of problem-solving
- e. the process of ideational trial and error

**2.936** "Interpretation" as it applies to the solution of a problem situation always involves

- a. a thorough grasp of the situation including its antecedents and its causes
- b. a hypothesis as to a likely solution
- c. the recall and analysis of similar situations encountered in the past
- d. an estimate of the likely consequence of a given response to the situation
- e. a cataloguing of the situation into the classification to which it belongs from the standpoint of cause and likely solution

**2.937** When a child asks a question regarding subject matter, the teacher should generally

- a. give him a direct answer
- b. help him arrive at his own answer
- c. refer him to a textbook or other reference
- d. refer the question to another child for answer
- e. leave him on his own to find his own answer

**2.938** The most effective method of improving understanding is

- a. using different approaches in presenting material
- b. concentrating on clarity and effectiveness in the use of language
- c. developing in children the proper psychological and experiential readiness
- d. avoiding abstract concepts, i.e., making exclusive use of concrete experiences
- e. reducing to an absolute minimum the difficulty and complexity of the words used in presentation

**2.939** Which of the following factors would have the least facilitating effect upon meaningfulness and understanding?

- a. orderly and organized presentation
- b. desire to learn
- c. continuity of the material
- d. readiness of the learner
- e. intensive vocabulary drill

**2.940** Classes of objects or events, differently responded to, lead to the development of different concepts. The essence of concepts can then be said to be

- a. generalization within classes
- b. discrimination within classes
- c. generalization between classes and discrimination within classes
- d. generalization between classes
- e. generalization within classes and discrimination between classes

**2.941** In the teaching of content subjects, the primary emphasis should probably be upon

- a. individual facts and skills
- b. principles and generalizations
- c. attitudes and values
- d. recent developments
- e. application to related fields

**2.942** Research on the teaching of arithmetic has shown that

- a. specific instruction on details produces superior results
- b. emphasis upon meaningful generalizations produces superior results
- c. all methods of teaching arithmetic are essentially equally effective
- d. repetitive drill combined with specific instruction produces superior results
- e. the only method found to be superior is that of informal arithmetic in the primary grades

**2.943** Which of the following is the most inclusive cause of verbalism?

- a. complexity of the concepts being presented
- b. inadequacies with respect to the organization and presentation of the material
- c. academic disability on the part of the learner
- d. inadequate experiential background on the part of the learner
- e. lack of readiness on the part of the learner

**2.944** Which of the following factors would probably be most conducive to verbalism?

- a. lack of clarity in presentation
- b. limited experiential background
- c. inadequate grasp of underlying concepts
- d. unnecessarily heavy vocabulary load
- e. the use of words of different shades of meaning

**2.945** With which of the following statements concerning creativity would modern psychologists not agree?

- a. Child-created products of inferior technical execution are educationally superior to superior products made by following step by step the teacher's direction.
- b. Differences in personality orientation is frequently a major reason why people of similar ability differ in creativity.
- c. Differences in personal security is frequently a major determinant of the differences in creativity among persons of similar ability and background.
- d. The most fundamental determinant of the creativity of a given individual is his IQ.
- e. Serendipity is definitely related to inspiration.

**2.946** Creative activities in school should be oriented primarily toward

- a. providing the child with a source of pleasure and happiness
- b. acting as an outlet of self-expression
- c. acting as a source of release and therapy
- d. eliminating the need for daydreaming and fantasy
- e. helping the child learn skills useful in adult life

2.947 The stage of apparent inactivity in creative thinking is called

- a. incubation
- b. inspiration
- c. generalization
- d. perseveration
- e. preparation

2.948 The fundamental factor explaining the relative difference in the degree of creativity among persons of equal intelligence is a matter of

- a. attitude
- b. opportunity
- c. personality orientation
- d. security
- e. special aptitude

2.949 The greatest deterrent to creativity on the part of the child is

- a. adult insistence on perfection and conformity to adult standards
- b. failure on the part of adults to provide the needed inspiration
- c. his immaturity in appreciating the value of creativity
- d. his unwillingness to put in the effort required for perfection
- e. his easy discouragement and his short span of attention

2.950 The modern consensus relative to creativity is that

- a. every one can be creative in his own way
- b. creativity is essentially an inborn trait relatively immune to development through experience
- c. creativity occurs on an all-or-none basis
- d. originality and non-conformity, rather than ability and experience, are the basic determinants of one's creativity
- e. training in problem-solving is an effective way of encouraging creativity

2.951 Problem-solving differs from creative thinking in that

- a. creative thinking is original and independent of past experience
- b. creativity is spontaneous and instantaneous
- c. problem-solving involves trial-and-error
- d. problem-solving requires a somewhat lower level of ingenuity, brilliance, scholarship, and flexibility
- e. the "solution" in creative thinking is somewhat more novel and less defined by the problem

2.952 Which of the following is not a step in the process of creativity?

- a. illumination
- b. incubation
- c. insight
- d. preparation
- e. verification

2.953 The step in the process of problem-solving which coincides most nearly with that of illumination in creative thinking is

- a. the discovery of the problem
- b. the emergence of the hypothesis
- c. the testing of the hypothesis
- d. the elaboration of the hypothesis
- e. the generalization of the "solution"

2.954 The most fruitful years from the standpoint of creativity are those

- a. before twenty-five when the individual is still flexible
- b. from twenty-five to thirty-five for most endeavors
- c. in the late thirties for the mechanical arts
- d. in the forties in the artistic, musical, and literary arts
- e. in the fifties and even later in most areas

2.955 The most productive years from the standpoint of leadership and responsibility are those

- a. before the age of thirty-five
- b. in the early forties
- c. throughout the period from forty to sixty
- d. past the age of fifty-five
- e. any time after the age of thirty; the peak extends from thirty to sixty

2.956 Inspiration in creative thinking is similar to

- a. trial and error in learning
- b. insight in problem solving
- c. secondary conditioning in the learning of attitudes
- d. concept formation in thinking
- e. reinforcement in contiguous conditioning

2.957 In order to encourage creativity in poetry it is best to praise the child's early attempt at

- a. correct spelling and mechanics
- b. imagination and feeling
- c. poetic style
- d. rhyme
- e. meters and rhythm

2.958 Which of the following statements is least acceptable? In judging the quality of the child's attempt at creativity, the teacher should remember that

- a. creativity is synonymous with problem-solving and has to be learned through direct teaching
- b. a child-created product of inferior technical execution is educationally superior to a superior product made step-by-step under the teacher's direction
- c. creativity and problem-solving are essentially similar forms of behavior and call for relatively similar learner characteristics
- d. flexibility in personality generally spells the difference in creativity between persons of equal ability and background



- c. insistence on adult standards of perfection is one of the major deterrents to child creativity

**2.959** The most likely outcome of constant adult criticism of a child's attempt at creativity is

- a. a perfectionistic (neurotic) striving for excellence

- b. the development of unusual competence
- c. the rejection of adult standards, i.e., indifference to adult appraisal
- d. refusal to try novel ideas, i.e., greater dependence upon adult suggestions
- e. the development of tunnel vision and consequent exclusion of all originality

## O. Attitudes

Nature of attitudes

Changing attitudes

Character formation

Prejudice

**2.960** Attitudes are best described as

- a. functional autonomies
- b. unconscious motives
- c. habit motives
- d. behavioral predispositions
- e. conditioned responses

**2.961** Attitudes have been defined as emotionalized ideas. They differ from other ideas in that

- a. they exist at the emotional level only
- b. they occur incidentally rather than through formal instruction
- c. they cover a larger segment of one's total experiences
- d. they are less clearly defined and acknowledged by the individual
- e. they exist at the unconscious level

**2.962** The reason why the study of attitudes is so important to psychologists and teachers is that

- a. they are so difficult to change
- b. they are so easy to convert to prejudice
- c. they act as powerful motives
- d. they are so difficult to appraise adequately
- e. they grow unconsciously and, once developed, need no reinforcement

**2.963** Which of the following is the least acceptable statement of the development of attitudes?

- a. They are learned in connection with the satisfaction of a need.
- b. They develop incidentally and generally unconsciously.
- c. They usually develop through the process of conditioning.
- d. They usually develop as by-products of experience.
- e. They develop through the maturation of one's inherited predispositions.

**2.964** One's attitudes and values form the basis of one's

- a. popularity and reputation
- b. self concept
- c. effectiveness in dealing with his environment
- d. adjustment (personal and social adjustment)
- e. phenomenal field

**2.965** An "acquired disposition toward persons, objects, or beliefs" best defines

- a. an attitude
- b. a concept
- c. a conviction
- d. an ideal
- e. a value

**2.966** Which of the following statements concerning the nature of attitudes is least acceptable

- a. Attitudes are learned patterns of behavior which predispose the individual toward certain reactions.
- b. Attitudes are closely related to emotions.
- c. Attitudes tend to be definite and specific from the standpoint of the object to which they pertain.
- d. Attitudes tend to be more conscious and generalized than ideals.
- e. Attitudes tend to spread from a given situation to related situations.

**2.967** In teaching a lesson in algebra, the teacher's

- a. sole responsibility lies in the teaching of the concepts being presented
- b. primary responsibility lies in the teaching of the concepts being presented
- c. primary responsibility lies in the attitudes being formed and secondarily in the subject-matter being presented
- d. responsibility lies equally in the concepts being presented and the attitudes being formed
- e. major responsibility lies in the attitudes being formed and only in a minor way in the subject-matter being presented

2.968 The best way for the school to teach patriotism is

- a. to display democracy in action and let children appreciate democratic practices
- b. to have social studies taught by the best and most popular and interesting teacher on the staff
- c. to devote special short periods to an exposition of American folklore and heritage
- d. to let the students organize and run without interference their own student government
- e. to emphasize a very thorough grasp of social studies; once American heritage is known, the student will learn to appreciate it

2.969 John is learning to dislike algebra and school because his teacher is so insistent that he learn enough to pass the examination that he frequently resorts to punishment. The teacher is overlooking the importance of . . . . . learnings.

- a. incidental
- b. informal
- c. instrumental
- d. concomitant (collateral)
- e. primary

2.970 Whether the teaching of social studies results in democratic attitudes on the part of elementary school children depends primarily upon

- a. the classroom atmosphere
- b. their interest in social studies as a subject
- c. the emphasis given patriotic exercises at the beginning and end of the school day
- d. the extent to which the teacher emphasizes the need for patriotism to counteract communism
- e. the personality of the teacher

2.971 Attitudes, prejudices, and other personal views that so greatly influence human behavior are

- a. directly and deliberately acquired
- b. formed primarily through maturation
- c. learned through imitation and identification
- d. acquired primarily as by-products of experience
- e. acquired primarily as by-products of insecurity

2.972 Attitudes and prejudices are generally formed through

- a. conditioning
- b. identification
- c. imitation
- d. introjection
- e. indoctrination

2.973 Which of the following seems to be the most effective way of promoting worthwhile attitudes in children?

- a. hire teachers who exemplify the proper attitudes
- b. indoctrinate children (with respect to the proper attitudes) while they are young

- c. teach the facts about different attitude-objects toward which attitudes are to be formed
- d. control the satisfaction the child gets out of dealing with desirable/undesirable attitude-objects
- e. have the ideas toward which the child is to develop favorable attitudes presented by a popular teacher

2.974 Desirable attitudes can be developed most effectively through

- a. meaningful participation in worthwhile activities designed to influence attitudes
- b. identification with proper heroes
- c. the establishment of basic security
- d. experience with the attitude object
- e. emphasis upon social and moral concepts

2.975 Which of the following would have the greatest influence upon the attitudes a person might form toward a totally strange object or situation?

- a. his self-concept
- b. his past habits
- c. the nature of his first experience with the object or situation
- d. his interpretation of the experience
- e. his personal and social adjustment

2.976 The most fundamental factor in the ease/difficulty with which certain attitudes can be developed in the individual is

- a. the rigidity of the reward/punishment system through which they are promoted
- b. their agreement with facts
- c. their conformity with the present attitudes of the dominant social order
- d. their compatibility with the individual's present self-concept
- e. the "acceptability" of the individual promoting their development

2.977 The best way to promote attitudes of honesty and integrity in a child is

- a. to point out to him that this is the best way to get along in society
- b. to guard him carefully from all contacts with dishonest people
- c. to provide him with practice in integrating honesty into his self-concept
- d. to provide him with proper heroes with whom he can identify
- e. to condition him against dishonesty by subjecting him to a few traumatic experiences involving dishonesty

2.978 That people wince and twist their face when they see someone get hurt is probably best explained on the basis of

- a. their natural tendency toward empathy
- b. a learned pattern of sympathy
- c. the unpleasant associations it evokes
- d. a polite stereotyped conformity to expectations
- e. a reaction against repressed feelings of sadistic satisfaction at seeing someone else suffer



**2.979** Frequently high school boys are very much opposed to the study of English and poetry which they see as useless and sissified. Under such circumstances, the English teacher should probably

- a. concentrate on simple rules of grammar and effective English
- b. have short drill periods in connection with the English used in other courses which they consider valuable
- c. concentrate on developing favorable attitudes toward the subject
- d. allow the students to do anything or nothing during the English period
- e. give the students relatively complete freedom in the choice of the content to be covered

**2.980** Probably most directly involved in the nature of the attitudes the child forms toward the school and toward given subjects is

- a. the interest inherent in the subject matter
- b. the degree of satisfaction he gets from his studies
- c. the grades he gets in his courses
- d. the relative quality of the instructional program
- e. the personality of his teachers

**2.981** The most effective means of changing a child's attitude on a particular issue, e.g., racial intolerance, is

- a. to give him a chance to exchange ideas in association with others
- b. to force him through logic to see his error
- c. to provide him with the facts on the issue
- d. to point out inconsistencies in his attitudes
- e. to build up his feelings of personal security as a prerequisite to the approaches above

**2.982** Which of the following is least likely to be effective in changing attitudes?

- a. an intellectual appeal based on logic
- b. an emotional appeal
- c. group pressures
- d. contact with the attitude object under conditions designed to bring about the desired change
- e. use of the names of respected authorities as testimonials and examples

**2.983** Attitudes, once established,

- a. generally continue to exist even if they do not provide satisfaction for one's motives
- b. can be changed relatively easily by introducing logical proof of contrary viewpoints
- c. can be changed more effectively by intellectual appeal than by emotional appeal
- d. are often maintained through selective perception
- e. continue to exist only if they coincide with those of fellow group-members

**2.984** A direct factual approach is most likely to be successful in changing an attitude when

- a. the attitude in question was adopted in order to gain acceptance in one's peer group
- b. the attitude is not rooted in emotional insecurity
- c. the learner is relatively uninformed on the topic
- d. the individual has no vested interest in the attitude

- e. the evidence constitutes irrefutable proof of the untenability of the present attitude

**2.985** People faced with evidence contrary to strong attitudes they currently have are least likely to do which of the following?

- a. shut off the evidence and refuse to acknowledge its existence
- b. distort the evidence to have it support their viewpoint
- c. readily shift their attitudes accordingly
- d. find flaws in the evidence in order to justify rejecting it
- e. accept the evidence intellectually but not emotionally

**2.986** If the school is to be effective in promoting in children proper attitudes in a wide variety of situations, it needs to place major emphasis upon

- a. training children to choose their attitudes on the basis of rational discrimination
- b. providing heroes with proper attitudes with which children can identify
- c. rewarding the display of positive attitudes
- d. punishing the display of negative attitudes
- e. providing children with security and letting proper attitudes develop automatically

**2.987** Which of the following is false? Research on the subject of attitudes has shown that

- a. close friends and relatives have very similar attitudes
- b. as college students progress from freshmen to seniors, they shift progressively further in their attitudes from those of their parents
- c. attitudes of persons from totalitarian countries would be changed readily if they were to find themselves in the cosmopolitan and democratic atmosphere of America
- d. dictators have been much more successful in cultivating desired attitudes in young children than in changing the attitudes of adults
- e. none of the above; all the above are true

**2.988** Which of the following statements relative to changing attitudes is most correct?

- a. Attitudes, once fixed, are relatively unchangeable.
- b. Attitudes are subject to easy and complete change.
- c. Attitudes are best changed through a gradual and subtle approach.
- d. Attitude changes are possible only in the case of secure persons.
- e. Proving to the individual the fallacy of the "facts" upon which he based a given attitude will usually result in a change in the attitude.

**2.989** The chief purpose of a course in social studies is

- a. to emphasize moral values
- b. to develop social attitudes and skills
- c. to develop pride in democratic society
- d. to teach basic facts
- e. to act as a core around which other subject contents can be integrated

**2.990** The best way for the social studies teacher to deal with the problem of "indoctrinating" students is

- a. to avoid all controversial social issues
- b. to let the class argue the merits of the various positions but make no attempt to influence the group
- c. to place proper emphasis on the values our society endorses
- d. to teach tolerance by emphasizing minority views
- e. to teach both sides of controversial problems in an absolutely unbiased and objective manner

**2.991** Modern educational philosophers tend to agree that the indoctrination of school children

- a. is definitely taboo
- b. is undesirable but essentially unavoidable at times
- c. is essential if the school is to mold children into the dominant views of our society
- d. is permissible only when other means of molding the child into the ways of society have been exhausted
- e. is acceptable only as a means of combatting the anti-social tendencies sometimes displayed by certain children

**2.992** The general consensus concerning the discussion of a controversial issue in the classroom is that the teacher should

- a. ban all such discussion
- b. encourage children to explore the topic individually but make no provision for its discussion in class
- c. allow children to express their views on the spur of the moment but discourage devoting time to its scrutiny
- d. encourage a study of the issue if it is timely and within the grasp of the students
- e. dismiss such issues by a tactful expression of his own views on the subject

**2.993** The National Education Association advocates that a teacher in public school

- a. maintain a neutral attitude toward democracy
- b. avoid discussing democracy in class
- c. inculcate in children a respect and a love for democracy
- d. insist that children know the advantages and disadvantages of various political ideologies
- e. show democratic fairness by pointing out the arguments against democracy

**2.994** In attempting to change the attitudes of children, the teacher should use

- a. a logical, factual approach
- b. a systematic but subtle approach
- c. an incidental and indirect approach
- d. a head-on approach
- e. a waiting approach: rely on the child to make the change by himself

**2.995** It would appear that the best defense against communism is for our schools

- a. to outlaw its mention in class and generally to ignore its existence
- b. to ridicule its basic premises and its leaders

- c. to emphasize its shortcomings
- d. to expose it through a thorough comparison with democracy
- e. to develop in opposition a strong attachment to the democratic way of life

**2.996** Propaganda is best defined as a technique designed

- a. to mislead in favor of a given viewpoint
- b. to influence attitudes
- c. to confuse basic issues
- d. to create prejudice and disunity
- e. to undermine the morale of the enemy's "fighting machine"

**2.997** Propaganda is to "band-wagon" as

- a. attitude is to prejudice
- b. ideal is to attitude
- c. prejudice is to fact
- d. prejudice is to dislike
- e. testimonial is to name-calling

**2.998** The average individual is constantly beset by propaganda (political merchandising, etc.) much of which is insincere. The outcome tends to be

- a. an increase in inter-personal distrust
- b. an increase in ability to perceive insincerity
- c. an increase in the gullibility of the average person
- d. a weakening of moral fiber and integrity
- e. a decrease in the effectiveness and the use of propaganda

**2.999** Rumors are most likely to develop

- a. in times of crisis
- b. in times of leisure
- c. under conditions of discontent
- d. under conditions of severe emotionality
- e. among persons of limited intelligence

**2.1000** The best way of insulating children against the evil effects of propaganda is

- a. training them to think critically
- b. providing them with an ample store of functional information
- c. developing in them a strong attachment to accuracy and truth
- d. teaching them to reject whatever is promoted through propaganda
- e. indoctrinating them into the correct viewpoint

**2.1001** The two interacting forces involved in character formation are

- a. the family and the school
- b. the family and one's peers
- c. environmental and inner pressures
- d. society's moral standards and one's self esteem
- e. religion and one's conscience

**2.1002** Which of the following best characterizes the concept of character?

- a. conformity to social standards
- b. personal integrity
- c. will power and strength of conviction



- d. denial of one's impulses and desires, e.g., resistance to temptation
- e. behavior chosen on the basis of an understanding of the issues involved and their personal and social consequences

**2.1003** The development of desirable personal characteristics is largely a matter of

- a. social pressures
- b. habit formation
- c. motivation
- d. opportunity for learning
- e. inherited predispositions

**2.1004** Which of the following is likely to be most effective in helping the child develop, as an integral part of his life, habits of action and thought based on desirable concepts?

- a. emphasis on such habits on the part of the school
- b. emphasis on such habits on the part of the home
- c. acceptance of such habits by the peer group
- d. consistent reinforcement of the display of such behavior
- e. persistent drill on the display of such behavior

**2.1005** Which of the following statements concerning character is most acceptable?

- a. Character is an aggregate (mosaic) of specific and independent traits.
- b. Character is something essentially innate and inalienable.
- c. Character is synonymous with social conformity.
- d. Character is synonymous with "conscience".
- e. None of the above is acceptable.

**2.1006** The most powerful determinant of moral behavior of a given individual tends to be

- a. his innate character
- b. his previous training
- c. his religious attitudes and convictions
- d. the total situation as he interprets it
- e. the likely approval-disapproval of his peers

**2.1007** Many of the difficulties in character formation would disappear if adults

- a. worked in closer harmony with the child's inborn sense of right and wrong
- b. were more consistent in their system of reward and punishment of the child's behavior
- c. relied more upon the child's natural desire to grow as a means of proper character development
- d. concentrated on indoctrination of young children in the inviolability of the set of basic rules and regulations on the basis of which our society operates
- e. gave children less freedom to experiment in undesirable behavior without fear of punishment

**2.1008** Hartshorne and May have shown that cheating is much less common in

- a. the authoritarian classroom
- b. the permissive classroom

- c. the classroom with a strong competitive orientation
- d. the upper grades
- e. lower class communities

**2.1009** Research on sex differences in honesty has shown

- a. girls to be more honest than boys
- b. boys to be more honest than girls despite the fact that teachers believe girls to be more honest
- c. lower class girls and upper class boys to be more honest than their counterparts
- d. substantial differences in the local situation but none that could be generalized
- e. no difference in the relative honesty of boys and girls

**2.1010** Probably the soundest approach to character education is

- a. the teaching of specific rules of moral conduct
- b. habit formation through a consistent system of rewards for laudable conduct
- c. habit formation through a consistent system of punishments for unacceptable conduct
- d. the development of attitudes and broad general principles of moral conduct
- e. the encouragement of a free approach to each moral problem as a novel situation to be solved on a rational basis

**2.1011** The teacher's appeals to grade school children to be "responsible American citizens" generally produce little effect because

- a. children of that age have not internalized American democratic values
- b. the gang stage of development is a period which is essentially autocratic, leading to a rejection of "American citizens"
- c. children have no inborn tendency toward democratic citizenship
- d. these terms have no meaning with respect to the motives and purposes of children of that age
- e. the school has failed to build up enough of a background of awareness of their great social heritage

**2.1012** When dealing with misbehavior on the part of kindergarten children, it is generally best

- a. to avoid punishment at all costs
- b. to channel the child's energies, being careful not to blunt his initiative
- c. to overlook all but the major transgressions
- d. to prevent the occurrence of all violations in order to forestall the development of bad habits
- e. to welcome the occasional misbehavior as a necessary step in the developmental process

**2.1013** Which of the following best defines or identifies *conscience*?

- a. the ego
- b. internalized social constraints
- c. an inborn sense of right and wrong
- d. remorse
- e. self-esteem

2.1014 Which of the following tends to be most effective in promoting acceptable moral behavior on the part of the child?

- a. exposing him to social pressures early
- b. pointing to social expectations with respect to acceptable behavior
- c. making acceptable behavior satisfying in terms of his dominant needs and motives
- d. concentrating on making him self-sufficient and personally adjusted
- e. giving him unlimited freedom of exploration in acceptable and unacceptable behavior

2.1015 Dewey's *Moral Principles in Education* contends that knowledge of the right does not guarantee the doing of the right. Correct moral behavior is predicated on which of the following forms of learning?

- a. automatic responses
- b. conditioned responses
- c. attitudinal changes
- d. intellectual changes
- e. social sensitivity

2.1016 What should the teacher do who discovers that one of his pupils has told him a lie?

- a. ignore it completely whenever possible
- b. simply advise the student that he does not believe him
- c. force him to admit that he lied
- d. attempt to understand what led the child to lie
- e. punish him but refrain from making an issue of the lie

2.1017 When in doubt in connection with matters of classroom discipline, it is generally best

- a. to punish the child rather than let him get away with something
- b. to give the child the benefit of the doubt
- c. to let the child go but try to catch him next time
- d. to let the class take responsibility for what is to be done
- e. to ask for — and to abide by — the child's word of honor

2.1018 The adage: "Character is caught, not taught" implies that

- a. character cannot be improved
- b. character depends more on attitude than knowledge
- c. character is inborn and relatively unchangeable
- d. character develops through the process of conditioning
- e. character develops incidentally rather than through the process of formal instruction

2.1019 The type of character which the school should strive to have its students develop is that which is dominated by

- a. a healthy fear of wrongdoing and consequent punishment
- b. positive moral attitudes and values
- c. a strong sense of social conformity
- d. uncompromising standards of ethical behavior
- e. well established habits of social consideration

2.1020 To be effective, a school character education program should

- a. consist of a formal daily instruction period
- b. be integrated with the total program of the school
- c. be oriented primarily toward the development of good moral habits
- d. be oriented primarily toward the development of an understanding of the rationale underlying the moral code
- e. be oriented toward the development of one moral value at a time

2.1021 The preschool child is primarily

- a. amoral
- b. immoral
- c. moral
- d. moralistic
- e. none of the above; the concept of morality cannot apply to a child of that age

2.1022 The classroom teacher should consider character formation as

- a. the only purpose for which schools exist
- b. his primary responsibility as a teacher
- c. one of his important responsibilities
- d. one of his more minor responsibilities
- e. a task for which he has but incidental responsibility

2.1023 A student's honesty in schoolwork is most closely related to the attitude toward cheating of his

- a. buddies
- b. classmates
- c. classroom teacher
- d. parents
- e. Sunday School teacher and Scout troop leader

2.1024 Strong prejudices are most likely to be found in children of parents who are

- a. autocratic, i.e., give the child little freedom of thought and action
- b. well-adjusted and secure
- c. democratic and accepting of their children
- d. well-informed
- e. strongly prejudiced themselves

2.1025 An investigation shows strong prejudice against foreigners among the majority of the members of Group X and only minor prejudice against foreigners among a minority of the members of Group Y. It is very likely that prejudice against any other minority group would be

- a. somewhat less strong and less prevalent in Group Y
- b. somewhat stronger and more prevalent in Group Y
- c. of equal intensity and prevalence in Groups X and Y
- d. in essentially the same relative degree of intensity and prevalence in the two groups as with prejudice against foreigners



- e. of unpredictable relative intensity and prevalence in the two groups

**2.1026 Research on the subject of prejudice has revealed that**

- a. continued contact with members of a minority group is an effective means of removing prejudice against such minority groups
- b. prejudices, like all attitudes, are particularly difficult to change when they are rooted in emotional need
- c. prejudice is more likely to be intentional and conscious than are the more positive attitudes
- d. the more secure the individual, the more he can afford — and the more likely he is — to have prejudices
- e. the most important single factor underlying prejudice is ignorance

**2.1027 The factor most responsible for the development of prejudice is**

- a. ignorance
- b. the need for social approval
- c. personal insecurity
- d. propaganda
- e. immaturity

**2.1028 Prejudice is a form of**

- a. aggression
- b. attitude
- c. projection
- d. propaganda
- e. scapegoating

**2.1029 Which of the following is not true of the nature and development of prejudice?**

- a. Prejudices are often adopted ready-made from persons with whom the individual identifies.
- b. Prejudices are learned in the process of satisfying one's needs.
- c. Prejudices are related to such personal characteristics as age, intellectual status, and personality adjustment.
- d. Prejudices differ from other attitudes in that they are oriented toward some object, person, or group.
- e. Prejudices differ from other attitudes in that they generally stem from feelings of insecurity.

**2.1030 Among which of the following occupational groups is prejudice probably most prevalent?**

- a. clergymen
- b. medical doctors
- c. semiskilled and unskilled laborers
- d. teachers
- e. technicians

**2.1031 Which of the following statements concerning prejudice is most acceptable?**

- a. Prejudice is always undesirable.
- b. Once an individual's prejudices have become stereotyped, there is no possibility of further mental reorganization.
- c. The accuracy of observation is adversely affected by prejudice.
- d. Prejudices are generally borrowed through the processes of imitation.
- e. Prejudice can be considered an inborn trait inasmuch as it results from personal inadequacy.

**2.1032 Research on the subject of prejudice has indicated that**

- a. children are aware of differences in skin color as early as the age of two
- b. awareness of membership in a minority group tends to be recognized by a child at the age of four
- c. at the age of four, most Negro children prefer to be Negro and tend to choose Negro dolls in preference to White dolls
- d. the development of prejudice appears to be essentially a maturational process
- e. prejudice is independent of such factors as personal security and intellectual, socio-economic, and cultural status

**2.1033 The most effective approach to the removal of prejudice involving a minority group is probably**

- a. extended contacts with the minority group
- b. preplanned pleasant contacts with the more desirable members of the minority group
- c. emphasis upon the desirable features of the minority group
- d. objective teaching of the facts concerning the minority group
- e. emphasis upon the democratic principles of equality and fair play

## P. Individual Differences

### Nature and extent of individual differences

#### Dealing with individual differences

#### The typical child

**2.1034 In a democracy, individual differences are encouraged because**

- a. individuals will all tend to act and think alike in the long run
- b. individuals will place the good of America ahead of their own preferences

- c. individual differences make for diverse beneficial contributions to the common cause
- d. the constitution guarantees the right of the individual to act as he pleases
- e. it is not democratic to force conformity on others

**2.1035** Studies of individual differences most frequently yield a distribution that is

- a. bimodal
- b. skewed (non-symmetrical)
- c. normal
- d. irregular
- e. rectangular

**2.1036** Differences will generally be greatest between

- a. the mean score on any standardized test of the best and the poorest grade 5 class in any given school system
- b. the best and the poorest aptitude in a given individual
- c. the mean score on a teacher-made test of the students of two successive grades in a given school
- d. the mean scores of a given class on different forms of a standardized test given at the beginning and the end of the school year
- e. the 25th and the 75th percentile on a standardized test administered to a Grade 6 class

**2.1037** Which of the following is the correct statement of the degree of overlapping among children entering the sixth grade?

- a. Approximately three-fourths of the class is within six months of grade placement.
- b. Approximately one-third of the class would obtain grade placement scores (on standardized tests) in each of the fifth, sixth, and seventh grades.
- c. Children are more homogeneous academically in the sixth grade than they were before or will be later.
- d. The range in mental and academic ability, disregarding the top and bottom 2%, is approximately five years.
- e. The range in academic ability is considerably less than the corresponding range in mental age.

**2.1038** The top.....percent of high school seniors is more academically competent than the median college senior

- a. one half of one
- b. three
- c. ten
- d. twenty-five
- e. thirty-five

**2.1039** The differences among the various abilities of a given individual is known as

- a. individual differences
- b. inter-individual differences
- c. profile differences
- d. trait variability
- e. differential aptitudes

**2.1040** Optimal environmental influences for all children would have the following effect upon individual differences:

- a. minimize individual differences

- b. increase the range of individual differences
- c. probably have little effect upon the present range of individual differences
- d. affect only differences in social and emotional development where environment plays a greater part
- e. increase certain differences while reducing others

**2.1041** Hull, in his study of inter- and intra-individual differences, concluded that intra-individual differences were.....inter-individual differences.

- a. negligible as compared to
- b. about one-quarter as large as
- c. about half as large as
- d. about three-quarters as large as
- e. equal to or larger than

**2.1042** In practice at the secondary level, the most common provision for individual differences is

- a. ability grouping
- b. acceleration and retardation
- c. different curricula
- d. differentiated assignments
- e. different expectations from students of different ability

**2.1043** Probably the most adequate answer to the dual problem of dealing with increased enrollment and a wide range of individual differences in the students enrolled is that of a greater emphasis upon

- a. special clarity in group presentation of material
- b. the clarification and attainment of minimal goals
- c. homework and out-of-school learnings as an equalizer of individual differences in learning ability
- d. judicious acceleration and retention of pupils
- e. sub-grouping together with differentiated curriculum

**2.1044** Which of the following is generally accepted as the soundest procedure for effecting greater homogeneity in performance among high school students?

- a. acceleration and retention
- b. limited instructional objectives
- c. grouping on the basis of specific abilities
- d. grade placement based strictly upon academic performance in specific subject areas
- e. systematic teaching geared to the relatively complete mastery of content on the part of the duller members of the class

**2.1045** Individual differences are best taken care of in the classroom by

- a. a sound acceleration and promotional policy
- b. a flexible program geared to individual needs
- c. an instructional program geared to the level of the lowest quarter of the class



- d. a systematic assignment of homework as a means of having the slower members keep up with the class
- e. an orientation of the curriculum toward the attainment of minimum essentials

**2.1046** Which of the following would be most adequate for dealing with the problem of individual differences in a high school?

- a. group method of instruction superimposed on general ability grouping
- b. sound teaching aimed at the average student of the class
- c. thorough methodical teaching aimed at the level of ability of each child
- d. specific ability grouping together with appropriate adaptation of the curriculum
- e. individualized coaching with a minimum of whole-group instruction

**2.1047** The major argument on the basis of which the question of ability grouping must be judged is that of

- a. facilitating teaching and instruction
- b. reducing failure
- c. minimizing pupil frustration and boredom
- d. facilitating pupil growth
- e. reducing intra- and inter-group friction

**2.1048** Which of the following generally results from retaining a child in the same grade?

- a. improved subject matter scholarship
- b. increased motivation
- c. improved classroom behavior
- d. improved personality adjustment
- e. none of the above; the outcomes are essentially detrimental

**2.1049** Research evidence on ability grouping

- a. is conclusive in favor of ability grouping from the standpoint of greater academic gains
- b. is somewhat controversial but generally favors ability grouping on an overall basis
- c. is generally opposed to ability grouping especially from a social adjustment point of view
- d. is opposed to ability grouping on all counts except administrative convenience
- e. is favorable to ability grouping only at the senior high school and college level

**2.1050** Which of the following is generally accepted as a realistic and reasonably adequate means of dealing with individual differences among elementary school children?

- a. rigorous promotion standards
- b. individual instruction for each pupil
- c. general ability grouping
- d. specific ability grouping
- e. orientation of the objectives of each subject toward minimal essentials

**2.1051** The school principal can best reduce failures in his school by

- a. working with parents to plan an adequate program of individualized homework to adjust for individual differences
- b. improving the school's instructional, as well as diagnostic and remedial program
- c. having teachers mark according to the normal distribution curve
- d. setting the curriculum to the level of the ability of the students
- e. grouping students in classes so that everyone succeeds

**2.1052** Which of the following might represent the least acceptable viewpoint of the modern teacher toward his pupils?

- a. The goal is an integrated child who adapts at all levels of life.
- b. The realities of the modern classroom make mandatory mass teaching oriented toward the average or slightly below average child.
- c. Readiness exercises will tend to make children more alike from an instructional point of view.
- d. A given child displays different levels of readiness for different learnings, even within a given subject area.
- e. A prerequisite to teaching children is to understand them.

**2.1053** Which of the following provisions for the gifted child is most criticism-free?

- a. separation from other children into "honors" classes
- b. separation from other children into special schools for the gifted
- c. sub-grouping within the classroom
- d. enrichment in the regular classroom
- e. acceleration through double promotion

**2.1054** Segregation into special classes for the educable is generally recommended for approximately the lowest.....percent of the general school population.

- a. one-half of one
- b. two
- c. five
- d. ten
- e. twenty

**2.1055** The chief argument against grouping children on the basis of ability is that

- a. it does not improve the intellectual level of the students and, therefore, does not solve the problem
- b. it creates an intellectual caste system with consequent harm to the duller children
- c. it places an overemphasis on ability and an underemphasis on socio-emotional differences
- d. it has no appreciable effect on the range of individual differences with which the teacher must deal
- e. it creates an almost impossible task of assigning students to the correct group

**2.1056** To what extent is the grouping of pupils on the basis of general ability an adequate solution to the problem of individual differences in the classroom?

- a. It is an effective means of reducing the range of individual differences in the elementary school.
- b. It is an effective means of dealing with individual differences in the secondary school.
- c. It is an effective means of dealing with trait variability in the secondary school.
- d. It generally reduces the range of individual differences in the average high school class by some 50%.
- e. It is a decidedly inferior solution to the problem of individual differences than are differential promotion and enrichment.

**2.1057** Which of the following pairs of factors would provide an adequate basis for grouping elementary school children?

- a. IQ and EA
- b. AQ and MA
- c. MA and IQ
- d. AQ and CA
- e. no combination of any two of the above factors alone would give an adequate basis

**2.1058** The term "intra-individual differences" refers to

- a. differences among the various traits in a given individual
- b. differences in a given trait between two or more individuals
- c. differences in a given trait in a given individual associated with the passage of time (maturation and learning)
- d. differences in a given trait in a given individual associated with errors of measurement
- e. differences in the relative standing of individuals due to lack of equivalence in the calibration of successive tests

**2.1059** Historically, the basic factor involved in the promotion of pupils in the conventional school was their

- a. chronological age
- b. social maturity
- c. academic achievement
- d. intelligence
- e. motivation

**2.1060** Whether a student is promoted to junior high school or is retained in the elementary school would depend most upon

- a. mental and chronological age
- b. the determination of which school can make the greatest contribution to his growth
- c. his command of fundamental skills
- d. his performance in the current grade
- e. his social and emotional maturity

**2.1061** Acceleration (double promotion) appears most indicated in the case of

- a. all children with IQ's above 132 unless otherwise indicated
- b. nearly all children with IQ's above 140

- c. all bright children who are finding it difficult to adjust to their present classroom situation
- d. all bright children who are experiencing no great conflict in their present classroom situation
- e. a few children who show all-round maturity in advance of their age-mates

**2.1062** Research on the subject of promotion and retention has shown that generally

- a. children should be retained in a given grade until they have attained minimum standards of achievement
- b. retention serves its greatest function as a motivational device
- c. retention is one of the most effective means of increasing the homogeneity of a given grade
- d. schools with a high rate of retention are inferior with respect to scholastic standards to schools with liberal promotion
- e. just as slower students should not be retained, bright students should not be accelerated

**2.1063** Which of the following is the least acceptable statement concerning the promotion of elementary and secondary school students?

- a. Promotion and retention must ultimately be based on the psychology and philosophy under which the school operates.
- b. Current educational leaders are rather divided on the question of the acceleration of the gifted child.
- c. If children are to be accelerated, they should be accelerated through one of the earlier (rather than one of the later) grades.
- d. Acceleration through two grades in the time generally required to do one is preferable to skipping.
- e. The question of promotion/retention is best answered by assigning pupils on the basis of their grade equivalent as obtained from a standardized test.

**2.1064** In general, the most justifiable bases for the grade placement of students is their

- a. MA and CA
- b. CA and academic achievement
- c. CA and physical size
- d. physical size and socio-emotional development
- e. academic achievement and level of motivation

**2.1065** The primary consideration with respect to promoting or retaining a child is that of

- a. motivating children through fear of retention
- b. maintaining the standards and reputation of the school
- c. facilitating the work of the teacher
- d. promoting pupil growth
- e. promoting the social adjustment of the child

**2.1066** In considering a boy for double promotion, which of the following would be the deciding factor?

- a. his intellectual development
- b. his CA and physical development
- c. his past academic achievement
- d. his social and emotional development
- e. none of the above alone; all are basic and fundamental



**2.1067** Retaining a child in a given grade should be considered primarily from the standpoint of

- a. punishment for inadequate effort
- b. incentive to greater effort
- c. optimal grade placement for child development
- d. adjustment necessary for effective teaching
- e. the maintenance of scholastic standards

**2.1068** Research on the desirability of retention and promotion has suggested that

- a. the only sound basis for retention is lack of physical size and social and emotional maturity
- b. the only academic deficiency that might warrant retention is deficiency in reading
- c. students should be promoted almost without exception
- d. the important thing is not whether to promote or to retain but rather what is done for the child after his promotion/retention
- e. universal promotion is much more defensible in the elementary school than in the secondary school

**2.1069** In general, a student should be retained in his present grade whenever he is lacking

- a. in motivation and general deportment
- b. in mastery of the subject matter of the grade
- c. in personality adjustment
- d. in general maturity (social, emotional, and physical) as well as academic competence
- e. in the acceptance of the dominant values of society as represented by the school

**2.1070** Research suggests that, by comparison to children of equally low academic status who are promoted, children who are retained in the same grade for an extra year generally

- a. do better academically but suffer from the standpoint of social and personal adjustment
- b. suffer from the standpoint of academic as well as social and personal adjustment
- c. gain from both an academic and an adjustment point of view
- d. suffer academically but gain in adjustment
- e. neither gain nor lose on an overall basis from such retention

**2.1071** Which of the following statements concerning pupil promotion and retention is most acceptable in the light of modern educational thought?

- a. Only from the standpoint of the standards of the school is wholesale retention ever justified.
- b. Occasionally a bright student failing a given grade can be helped most by being double promoted from his present grade placement.
- c. Generally a student should be placed on the grade level for which he has the required EA as measured by standardized tests.
- d. The threat of retention should be made sufficiently real as to provide the necessary pupil motivation.
- e. The ill effects of retention are such that universal promotion is generally indicated.

**2.1072** Which of the following would be a legitimate reason for failing students?

- a. to maintain standards

- b. to "motivate" students to greater effort
- c. to reduce the variability within a class
- d. to teach children responsibility
- e. none of the above is a legitimate reason for retaining children

**2.1073** Among the advantages claimed for a primary non-graded plan, the most valid seems to be that it

- a. makes curriculum planning relatively unimportant
- b. permits greater flexibility in curriculum planning
- c. permits a relatively painless and non-harmful way of accelerating superior students and retaining slower students
- d. makes for unlimited opportunities for dealing with individual differences
- e. saves the children the psychological trauma involved in grading and non-promotion

**2.1074** Research has shown the gifted child to surpass the average child in all but which of the following traits?

- a. personal and social adjustment
- b. physical size and physical health
- c. social maturity and poise
- d. academic achievement relative to ability to achieve
- e. breadth of interest and general versatility

**2.1075** Which of the following would constitute an adequate way of dealing with the gifted in school?

- a. giving them double promotions
- b. expecting superior performance from them on the same curriculum as assigned to the whole class
- c. using them as monitors for children having difficulty
- d. leaving it to them to find things of interest within the framework of the regular classroom program
- e. none of the above is adequate

**2.1076** Which of the following was not characteristic of the later adjustment of the gifted studied by Terman in his studies of the gifted?

- a. a lower-than-average death rate
- b. a lower-than-average divorce rate
- c. a higher-than-average maladjustment rate
- d. greater-than-average participation in community affairs
- e. larger-than-average families

**2.1077** Probably the most basic cause underlying the teacher's relative neglect of the gifted child in school is

- a. the teacher's failure to realize the gifted child's true ability
- b. the gifted child's reluctance to seek and accept help
- c. the teacher's feelings of inadequacy in dealing with the gifted
- d. the gifted child's ability to get along on his own
- e. society's resentment of the top dog and sympathy for the underdog

**2.1078** The modern trend in dealing with the gifted child in school is toward

- a. enrichment of the experiences assigned to the whole class
- b. assignment to special classes according to ability on either a full-time or part-time basis
- c. sub-grouping within the regular class
- d. acceleration through double promotion and more rapid coverage of academic content
- e. a combination of the methods above

**2.1079** Research seems to suggest that gifted children, as a group, show the greatest lag from their potentialities in the area of

- a. socio-emotional development
- b. study and work habits
- c. moral and character development
- d. physical growth and motor coordination
- e. academic achievement

**2.1080** There is a considerable amount of evidence indicating that gifted children tend

- a. to be neurotic or otherwise "odd"
- b. to be inferior in several specific areas, e.g., physique, motor coordination, sociability, etc.
- c. to be "swell-headed" and intolerant of less gifted children
- d. to be one-sided in their development and their interests
- e. to remain intellectually superior throughout life

**2.1081** Tom, a bright pupil, is openly impatient of the errors and slowness of other members of the class and wishes to answer far more than his share of questions. His teacher should

- a. ask him only his share of questions and those quite hard
- b. allow him to answer as many questions as he wants in order to expedite classwork
- c. tell him privately before class that he is behaving improperly
- d. lower his grade whenever his behavior becomes objectionable
- e. make him realize he is not so smart by asking him difficult questions that he cannot answer

**2.1082** Which of the following do you associate to the greatest extent with the education of the mentally handicapped?

- a. Nancy Bayley
- b. Christine Ingram
- c. Leta Stetter Hollingworth
- d. Catherine Cox Miles
- e. Lewis M. Terman

**2.1083** Which of the following is not characteristic of the learning ability of the dull child?

- a. He is not able to generalize his experiences effectively.
- b. He is not able to derive adequate transfer out of his experiences.
- c. He is prone to verbalisms.

- d. He is restricted in his ability to develop clear concepts.
- e. None of the above; all are characteristic of the dull child.

**2.1084** The basic difference between amnesia and dementia is that

- a. dementia involves a more advanced state of psychiatric dysfunction
- b. dementia refers to a *loss* while the former refers to a *lack* of mental functioning
- c. the latter is simply the technical term while the former is that commonly used by laymen to identify the same condition
- d. amnesia is used in connection with children in much the same way as "delinquent" is preferred to "criminal" in the case of youthful offenders no matter the seriousness of the offense
- e. amnesia is a neurosis while dementia is a psychosis

**2.1085** In which of the following areas do deaf children tend to show the greatest relative inferiority to normal children?

- a. intellectual development
- b. socio-emotional development
- c. academic progress
- d. language development
- e. personal and social adjustment

**2.1086** Which of the following is *not* characteristic of the mentally retarded child?

- a. He is generally above average in sensori-motor, musical, and artistic aptitude.
- b. He tends to display socially undesirable traits more frequently than normal children.
- c. He tends to be retarded in his physical development.
- d. He is relatively lacking in ability to abstract and generalize.
- e. He tends to be above average in one or more traits.

**2.1087** Provisions for the special education of retarded and handicapped children is usually financed by

- a. local funds (as all other education) with the usual state aid
- b. special state funds
- c. local funds with special state aid
- d. local and state funds with special assessment to be paid by parents or charitable organizations
- e. charitable organizations, e.g., United Fund, C.P., etc.

**2.1088** Approximately.....percent of school children are handicapped by inadequate hearing

- a. one
- b. three
- c. five
- d. ten
- e. twenty



## Q. Personal and Social Adjustment

### Nature of Adjustment

### Adjustment mechanisms

### Understanding the child

2.1089 The most fundamental characteristic of good adjustment is

- a. a sincere interest in people
- b. a sound and wholesome system of motives and goals
- c. a high degree of acceptance of one's environment
- d. a keen insight into means of attaining one's goals
- e. a high degree of self-consistency

2.1090 The process by means of which the individual attempts to maintain a level of physiological and psychological equilibrium is known as

- a. adjustment
- b. adjustment mechanism
- c. homeostasis
- d. psychodynamics
- e. reaction formation

2.1091 The process of adjustment refers to the individual's attempt

- a. to avoid conflict with the social order
- b. to attain success and status
- c. to maintain social respectability
- d. to attain and to maintain personal equilibrium
- e. to satisfy basic needs

2.1092 Which of the following probably represents the most ideal form of adjustment?

- a. adaptation to one's environment
- b. conformity to social expectations
- c. modification of one's environment to meet one's standards of excellence
- d. integration of one's goals and purposes with those of the social order
- e. minimization of interaction between oneself and one's environment

2.1093 Which of the following statements concerning the nature of adjustment is false?

- a. Adjustment is a continuous process of *adjusting*.
- b. Adjustment is a static condition.
- c. Adjustment is learned through the operation of the same principles as govern the learning of academic material.
- d. Social conformity is an important aspect of adjustment.
- e. Adjustment involves the relationship between the relative assets of the individual and the relative severity of the environment.

2.1094 Which of the following alternatives is *not* true of adjustment?

- a. All behavior, including maladjusted behavior, is an attempt at adjustment.
- b. Adjustment differs from maladjustment in the effectiveness with which the individual resolves his problems.

- c. A given pattern of behavior might represent adjustment in one situation and maladjustment in another.
- d. The basic criterion for judging the quality of the individual's attempts at adjustment is their need-satisfying potentialities.
- e. Adjustment tends to be characterized by behavior involving direct attack, rather than withdrawal from the frustrating agent.

2.1095 Which of the following definitions of personality is least likely to be offered by modern psychologists?

- a. the sum total of an individual's qualities and characteristics
- b. the individual's moral character
- c. the impression which one makes on other persons
- d. the individual's persistent tendency to make adjustments of a certain kind and quality
- e. the behavior that characterizes a given individual as a result of the self-concept he has developed

2.1096 The most useful criterion of the individual's "normality" is

- a. the rationality of his behavior from an objective point of view
- b. the relative adequacy of his behavior in comparison with that to be expected of other persons sharing his status in society
- c. his relative freedom from conflicting and contradictory impulses which render his behavior ineffective
- d. the statistical concept of "average" as might be represented by "the average citizen"
- e. the efficiency with which he attains his goals

2.1097 The adjusted person differs from the maladjusted person principally from the standpoint of

- a. the consciousness of his motives
- b. the singleness of purpose in the attainment of his goals
- c. the logic of his responses evaluated with respect to reality
- d. the effectiveness of his responses in satisfying his needs
- e. the degree of integration of his motives with the welfare of the social order

2.1098 The distinction between "normality" and "abnormality" is

- a. essentially one of degree
- b. essentially one of kind
- c. one of both kind and degree
- d. essentially one of terminology rather than of fact
- e. one of the duration of the unusual behavior rather than of its severity or scope

**2.1099** The crucial point of distinction between adjustment and maladjustment lies in

- a. the violence of the reactions involved
- b. the degree of tension under which the individual habitually operates
- c. the degree of the disorganization of effective behavior which attends frustration in reaching a goal
- d. the inconsistencies in the individual's day-to-day behavior
- e. the relative "contentment" of the individual

**2.1100** Greatest personal and social progress stems from individuals who

- a. are most adjusted
- b. are most maladjusted
- c. are reasonably curious and discontent with the status quo
- d. have the greatest insight into social conditions
- e. have the greatest drive to succeed

**2.1101** The learning of personally and socially inadequate behavior is to maladjustment as failure to learn personally and socially adequate behavior is to

- a. ambivalence
- b. emotional instability
- c. immaturity
- d. mental imbalance
- e. neuroses and psychoses

**2.1102** The "unlearning" of maladjusted behavior is best effected through

- a. rigid exception-free insistence upon acceptable behavior
- b. the application of the same principles that led to its development
- c. the provision of a supportive environment till adjustment develops on a habit basis
- d. the removal of the individual from the environment which produced the maladjustment
- e. the development (through close supervision and guided practice) of incompatible habits

**2.1103** The most effective way of forcing the child to learn is

- a. to make his previous behavior ineffective from the standpoint of the attainment of his goals
- b. to provide him with more adequate models to imitate
- c. to effect a change in his basic needs
- d. to change the stimuli that affect him
- e. to alter the valence value of the different incentives that affect him

**2.1104** The individual's adjustment to a frustrating situation depends primarily upon

- a. the severity of the frustration
- b. his previous adjustment pattern
- c. his assets in relation to the demands of the situation
- d. his current level of tension
- e. the other aspects of the situation in which he finds himself

**2.1105** From the standpoint of the mental health of the child, probably the most adverse single trait in a home is

- a. authoritarianism
- b. bickering and quarrelling
- c. immorality
- d. poverty
- e. sibling rivalry

**2.1106** A conflict implies

- a. disorganization of behavior
- b. impending (nervous) breakdown
- c. incompatibility in motives and/or goals
- d. incompetence
- e. insecurity

**2.1107** Which of the following is most conducive to the development of anxiety?

- a. adverse personality orientation
- b. frustrating environment
- c. inherited predispositions, e.g., endocrine imbalance
- d. violation of the dominant values of one's self-concept
- e. repression of emotional response

**2.1108** Maladjustment refers to those

- a. attempts at adjustment that do not succeed
- b. adjustments that are not permanent
- c. adjustments that fail to satisfy individual and social needs
- d. adjustments that are socially unacceptable
- e. adjustments that offer no great immediate satisfaction

**2.1109** Which of the following would be relatively unimportant as a basis for understanding a maladjusted person?

- a. what motives he has developed
- b. which of his needs are frustrated and to what extent
- c. what frustrations he has experienced in the past
- d. what goals he is attempting to achieve
- e. none of the above; all would give important clues

**2.1110** The primary determinant of the relative severity of the adjustment problem with which an individual is faced is

- a. the nature of the need being denied
- b. the possibility of partial satisfaction of the need being denied
- c. the extent to which other needs are also denied
- d. his relative assets and liabilities
- e. the severity of the problem in an absolute sense

**2.1111** Learned habits by means of which the individual seeks to satisfy his needs are generally known by the technical term

- a. adjustment mechanisms
- b. clinical syndromes
- c. habit motives
- d. psychodynamics
- e. purposive behavior



2.1112 Which of the following is least indicative of insecurity?

- a. boasting and attention-getting devices
- b. compulsive attention to detail
- c. excessive conformity to group demands
- d. rebellion against excessive group demands
- e. withdrawal and other "escape" mechanisms

2.1113 Identify each of the items below with the following classification of adjustment mechanisms as listed by Shaffer and Shoben:

- a. adjustment by defense
- b. adjustment by withdrawal
- c. adjustments involving fear and repression
- d. adjustments involving ailments
- e. non-adjustive reactions

1. amnesia
2. boasting
3. hypochondria
4. hysteria
5. obsession-compulsion
6. phobia
7. procrastination
8. projection
9. reaction formation
10. seclusiveness

2.1114 Classify the items below according to the following classification of adjustment patterns:

- a. compensation
- b. neurosis
- c. rationalization
- d. repression
- e. none of the above

1. amnesia
2. anesthesia
3. arrested development
4. blaming the incidental cause
5. conversion hysteria
6. delusion
7. femininity
8. fugues
9. guilt
10. chronic invalidism
11. malingering
12. multiple personality
13. neurasthenia
14. phobia
15. overemphasis of a trait
16. peculiar abilities
17. projection
18. paranoia
19. schizophrenia
20. stuttering

2.1115 Classify each of the items below in terms of the following classes of adjustment mechanisms:

- a. functional disorders
  - b. non-adjustive reactions
  - c. psychoses
  - d. adjustments involving repression
  - e. none of the above
1. atonement

2. delusion
3. eating sweets to excess
4. fugues
5. hypochondria
6. hypomania
7. nervous breakdown
8. paranoia
9. stocking anesthesia
10. stuttering

2.1116 Compensation and rationalization are examples of

- a. a distortion of reality
- b. defense mechanisms
- c. displaced hostility
- d. non-adjustive reactions
- e. escape mechanisms

2.1117 Blaming the incidental cause is a form of

- a. c—n
- b. d—n
- c. p—n
- d. r—n
- e. w—l

Note: In this and similar items to come, only the first and the last letter of the required term are listed; thus, c — n could refer to *compensation*. Such items are meant to be *completion* items; they are provided with (obscure) alternatives simply for the purpose of permitting machine-scoring of the responses.

2.1118 The process of accusing others of hostile feelings to cover up for one's own hostility is known as

- a. f—n
- b. p—n
- c. r—n
- d. s—n
- e. s—a

2.1119 Distortion of reality is to rationalization as compromising with reality is to

- a. compensation
- b. hysteria
- c. malingering
- d. projection
- e. reaction formation

2.1120 A technical term referring to arrested development is

- a. d—h
- b. f—n
- c. g—h
- d. r—n
- e. s—s

2.1121 The chronic invalid is often a case of

- a. h—a
- b. m—g
- c. n—a
- d. p—a
- e. r—n

2.1122 Localized pains and paralysis of psychogenic origin are known as

- a. a—a
- b. a—s
- c. h—a
- d. n—a
- e. p—a

2.1123 A belief obviously false that is held so persistently that no logical argument can break it down is called a

- a. d—n
- b. f—e
- c. l—e
- d. p—e
- e. r—n

2.1124 The solution of an adjustment problem by returning to a mode of behavior more appropriate at a lower age level is known as

- a. c—n
- b. c—s
- c. f—n
- d. h—a
- e. r—n

2.1125 Which one of the following adjustment mechanisms does not belong?

- a. compensation through others
- b. negativism
- c. projection
- d. rationalization
- e. sublimation

2.1126 Which one does *not* belong?

- a. hysteria
- b. involuntional melancholia
- c. manic-depression
- d. paranoia
- e. schizophrenia

2.1127 Which of the following alternatives is incorrect? Sour grapes is to rationalization as

- a. anesthesia is to amnesia
- b. conquering hero is to fantasy
- c. psychosomatic ills is to hysteria
- d. seclusiveness is to withdrawal
- e. sublimation is to compensation

2.1128 Rationalization is an adjustment mechanism in which the individual

- a. blames others for his failures
- b. attempts to give a reasonable explanation for his behavior
- c. engages in behavior which to him is rational, although it may not be effective from an objective point of view
- d. consciously gives false reasons for his unacceptable behavior
- e. represses the memory of his failures

2.1129 Cases involving strong feelings of repressed hostility are frequently revealed by

- a. attention-getting devices
- b. excessive compensation for feelings of inferiority

- c. over-ambition; a desire to excel
- d. marked withdrawal from all competition
- e. compulsive rationalization of all failure

2.1130 A student, on getting a failure grade on a test, complains that the test was unfair even though there seems to be no basis for the charge. His behavior is probably best explained on the basis of

- a. scapegoating
- b. delusion
- c. over-compensation
- d. projection
- e. rationalization

2.1131 Scapegoating is based on the principle of

- a. compensation
- b. displaced aggression
- c. projection
- d. rationalization
- e. sublimation

2.1132 The adjustment mechanism in which an individual channels socially unacceptable impulses into socially acceptable activity is known as

- a. canalization
- b. projection
- c. reaction formation
- d. repression
- e. sublimation

2.1133 Boasting is a form of

- a. aggression
- b. compensation
- c. introjection
- d. projection
- e. rationalization

2.1134 In which of the following is identification least involved?

- a. attitude and character formation
- b. compensation through others
- c. aggression
- d. development of the self-concept
- e. enjoyment of movies

2.1135 Which of the following would be an example of the sublimation of the sex drive?

- a. avoiding all temptation relative to sex
- b. caring for young children in a kindergarten or nursery school
- c. crusading actively against the evils of sex
- d. repressing all thoughts of sex
- e. telling smutty stories and using obscene language

2.1136 Deliberately inventing "acceptable excuses" for one's mistakes or shortcomings is an example of

- a. delusion
- b. lying
- c. projection
- d. rationalization
- e. sublimation



2.1137 A "sour-grapes" attitude is an example of

- a. projection
- b. rationalization
- c. logic-tight compartments
- d. prejudice
- e. selective perception

2.1138 Identification is best defined as

- a. a repression of personal inadequacy
- b. an unconscious falsification of reality
- c. a psychological alliance with another person
- d. a learned habit by means of which the individual attempts to cope with reality
- e. a form of withdrawal

2.1139 Projection, as an adjustment mechanism, is best described as

- a. a form of displaced aggression
- b. an attempt to pass off failure as inevitable (or even desirable)
- c. an attempt to compensate for failure in a given field by success in a different field
- d. an attempt to attribute to others the motives which one considers unacceptable in himself
- e. an attempt to falsify one's personality as measured by a projective technique

2.1140 A student, on getting a failure grade on a test, complains that the instructor dislikes him because he belongs to a minority group against which the instructor is strongly prejudiced. This does not seem to be true. It is probable that the student is resorting to

- a. delusions
- b. projection
- c. rationalization
- d. reaction formation
- e. scapegoating

2.1141 "An attempt on the part of the individual to overcome feelings of inferiority arising out of personal limitations in a given area by striving for success in the same or a different area" best defines

- a. compensation
- b. rationalization
- c. reaction formation
- d. repression
- e. sublimation

2.1142 Which of the following is most clearly an example of projection?

- a. I don't like Beatniks.
- b. He is prejudiced against those (like myself) who are more competent than he.
- c. I often feel like slapping his face.
- d. My classmates are jealous of my (better) academic record.
- e. Foreigners generally resent me.

2.1143 Escape mechanisms are most dangerous when

- a. they are ineffective in reducing tension

- b. they are used at the expense of more constructive solutions
- c. the user is aware of using them
- d. they are used in situations where no other solution is possible
- e. they run counter to internalized values, e.g., cowardice vs. bravery

2.1144 Which of the following statements concerning escape mechanisms is most psychologically sound?

- a. All escape mechanisms are bad.
- b. Escape mechanisms are never bad but they may sometimes be undesirable.
- c. Escape mechanisms do more harm than good.
- d. Escape mechanisms are often desirable but always carry a potential danger of inappropriateness or overindulgence.
- e. Escape mechanisms are among the best adjustment devices inasmuch as they remove the individual from situations in which he can experience nothing but further frustration.

2.1145 Which of the following is the best procedure to follow with the child who spends an excessive part of his time daydreaming?

- a. give him books he likes to read
- b. do not disturb him; it will pass as he grows older
- c. seat him beside the acknowledged group leader
- d. interest him in activities in which he can experience success
- e. urge him to concentrate on his work and not let his attention wander

2.1146 Which of the following can be considered the greatest cause underlying withdrawal tendencies on the part of the child?

- a. inherited predispositions, e.g., low energy level
- b. limited assets, e.g., low IQ
- c. repeated costly failures
- d. strict autocratic discipline
- e. unrealistic level of aspiration

2.1147 The form of functional psychosis most common to young people is

- a. amnesia
- b. hysteria
- c. the nervous breakdown
- d. paranoia
- e. schizophrenia

2.1148 A nervous breakdown is

- a. generally a direct outcome of physical and mental exhaustion arising from overwork
- b. a reaction to failure to secure adjustment
- c. a psychoneurotic condition of mild neurasthenia
- d. a mild case of psychosomatic dysfunction
- e. a mild case of hysteria

2.1149 Shyness and seclusiveness are generally symptomatic of

- a. an inferiority complex
- b. a negative self-concept
- c. regression to an earlier level of adjustment
- d. repressed hostility
- e. schizophrenic tendencies

**2.1150** Overdependence upon parents or parent-substitutes is generally a symptom of

- a. a compulsive need to conform
- b. immaturity
- c. a neurotic personality
- d. perfectionism
- e. unresolved hostility (and guilt)

**2.1151** In general, the most unfortunate of the following adjustment mechanisms from a mental hygiene point of view is

- a. classroom mischief
- b. sweet lemon rationalization
- c. compensation through others
- d. repression
- e. verbal aggression

**2.1152** Repression is most closely associated with

- a. sublimation of the sex drive
- b. guilt feelings
- c. moral rigidity
- d. suppression of overt emotional expression
- e. anxiety and restriction of the perceptual field

**2.1153** Assuming each to be successful, probably the most tension-reducing of the following adjustment mechanisms is

- a. compensation through others
- b. repression
- c. direct physical attack
- d. sour grape rationalization
- e. withdrawal

**2.1154** Which of the following would describe hysteria?

- a. a nervous breakdown resulting from an unconscious attempt to avoid conflict
- b. the conversion of a conflict into a physical ailment
- c. a minor and temporary physical dysfunction of unknown origin
- d. the avoidance of conflict through malingering
- e. chronic invalidism resulting from psychological conflict

**2.1155** Psychosomatic illness refers to

- a. illness that has no organic basis
- b. a deliberate feigning of illness to avoid responsibility or to attract attention
- c. nervous disorders and mild physical dysfunctions
- d. nervous exhaustion resulting from a high state of perpetual tension
- e. a depressed mental state resulting from a severe illness

**2.1156** Which of the following statements is false?

- a. Involved in all cases of phobia is the element of guilt which the individual cannot rationalize.
- b. Phobia and obsession-compulsion are sometimes grouped under the common term, "psychasthenia".
- c. Hysteria and neurasthenia have an important factor in common, namely, a pleasant past experience with illness.

- d. A nervous breakdown is a reaction to the failure to secure adjustment.
- e. In general, repression is an unfortunate adjustment mechanism since it is itself tension-producing.

**2.1157** The basic point of distinction between a fear and a phobia is that the former

- a. is innate and universal
- b. has a logical and natural basis
- c. is more generalized and extensive in coverage
- d. is more conscious and amenable to change
- e. is less intense and self-destructive

**2.1158** To cure a phobia, it is necessary for the individual

- a. to recall the original experience
- b. to repress further into the unconscious the original experience
- c. to adjust to the original experience
- d. to repeat the original experience, this time with success
- e. to allow time for the original experience to fade away

**2.1159** Repression is best conceived as

- a. the denial of reality
- b. the inhibition of conflicting impulses
- c. the suppression of unacceptable behavior
- d. the resolution of guilt
- e. a means of increasing frustration tolerance

**2.1160** The process of substituting an opposite reaction for one which the individual attempts to deny or repress is known as

- a. compensation against evil in the abstract
- b. reaction formation
- c. psychological reversal
- d. expiation or atonement
- e. sublimation

**2.1161** In which of the following adjustment mechanisms is the element of guilt likely to be strongest?

- a. compensation against evil in the abstract
- b. projection
- c. rationalization
- d. reaction formation
- e. sublimation

**2.1162** Headaches, ulcers, and other physical dysfunctions caused by tension and frustration are generally known as

- a. hypochondria
- b. hysteria
- c. malingering
- d. neurasthenia
- e. psychoneuroses

**2.1163** Which of the following modes of dealing with emotional tension is most likely to lead to psychosomatic disorders?

- a. direct physical attack against the causative agent
- b. suppression of overt expression of emotional tension



- c. retreat into the world of fantasy
- d. repression of causative experiences
- e. removal of tension through vigorous physical exercise

2.1164 Which of the following pairs of terms are least synonymous?

- a. fantasy and daydreaming
- b. dementia praecox and schizophrenia
- c. hysteria and psychoneurosis
- d. frustration and conflict
- e. delusion and logic-tight compartment

2.1165 Which of the following pairs of adjustment mechanisms have least in common from the standpoint of their underlying dynamics?

- a. compensation and sublimation
- b. hysteria and neurasthenia
- c. lying and rationalization
- d. phobia and amnesia
- e. projection and procrastination

2.1166 Which of the following is not a functional disorder generally grouped under the term "neurosis"?

- a. hysteria
- b. anesthesia
- c. stuttering and stammering
- d. malingering
- e. amnesia and fugues

2.1167 The psychotic differs from the neurotic in that the former

- a. is generally more capable of intelligent behavior
- b. generally exhibits less anxiety
- c. is in greater need of institutionalization
- d. is more likely to display overt aggression
- e. is more likely the victim of repressed feelings of guilt

2.1168 The basic function served by neurotic symptoms is

- a. to reduce the pressure of the conflict at the given moment
- b. to keep the individual away from stimuli that intensify the conflict
- c. to remove the conflict from the conscious to the unconscious level
- d. to resolve the conflict symbolically
- e. to convert the conflict from an intangible to a tangible — and more accessible — basis

2.1169 Which of the following is least clearly an aspect of neurotic behavior?

- a. transference or displacement of unresolved conflict
- b. inadequacy (stupidity) of behavior
- c. self-deception
- d. deep concern over symptoms
- e. a pleasant experience with illness

2.1170 Fears, and particularly phobias, tend to resist cure largely because

- a. the avoidance of fear stimuli which they promote precludes extinction through non-reinforcement

- b. the intensity of the stimulus frequently produces permanent retention
- c. fear is a universal drive that needs no reinforcement
- d. once fear has been established, it is continually reinforced by related stimuli
- e. fear is an innate emotion and is, therefore, not subject to change

2.1171 An hypochondriac is a person who

- a. has a chronic physical ailment
- b. displays hysterical symptoms
- c. has an abnormal preoccupation with matters of health
- d. is mentally deficient due to malformation of the brain
- e. is a chronic invalid

2.1172 Nail-biting, as a habit, might be considered

- a. a sign of glandular imbalance
- b. a symptom of vitamin- or chemical-deficiency
- c. an expression of emotional tension
- d. a symptom common to all young children which generally disappears on its own
- e. a symptom of excess energy

2.1173 Hypochondria and neurasthenia are best classified as . . . . . reactions

- a. compensatory
- b. hysterical
- c. masochistic
- d. non-adjustive
- e. withdrawal

2.1174 Which of the following adjustment mechanisms would mental hygienists consider most unhealthy from the standpoint of future adjustment?

- a. compensation
- b. fighting
- c. rationalization
- d. sublimation
- e. withdrawal

2.1175 The starting point of any program of pupil appraisal is

- a. the choice of tests and other instruments to be used
- b. the clarification of the objectives of the school
- c. the decision as to the extent to which pupils are to participate in their own appraisal
- d. the decision as to the aspects (of the total situation) to be appraised
- e. the decision as to what part subjective evaluation is to play in the overall appraisal

2.1176 The first prerequisite in learning to get along with people is

- a. to cultivate conversational ability
- b. to understand them
- c. to establish rapport
- d. to pose as a friend
- e. to establish a common bond

2.1177 The greatest influence upon personality development comes from

- a. camp leaders and other adults in informal supervisory roles
- b. the family group
- c. playmates and peers
- d. religious leaders
- e. the school

2.1178 Which of the following statements provides the best guide to effective pupil appraisal and management?

- a. Two individuals under tension from the frustration of the same need and to the same degree can be expected to display the same behavior.
- b. Children can be divided into two groups: "normal" children and "problem" children.
- c. The more accustomed the child is to reproof and rejection at home, the more he can accept reproof and rejection at school.
- d. Since behavior occurs only in connection with the frustration of a need, knowledge of the nature of the behavior is generally sufficient basis for the teacher to diagnose the child's problem and its underlying cause.
- e. The key to successful pupil appraisal and management lies in the concept of underlying motivation rather than in behavior symptoms.

2.1179 The dominated overprotected child is likely to be

- a. aggressive
- b. delinquent
- c. fearless and imaginative
- d. quarrelsome
- e. withdrawn

2.1180 The rejected child is likely to be

- a. aggressive
- b. fearless and adventuresome
- c. a "model" child
- d. negative
- e. truant

2.1181 Which of the following behavior demonstrated in the conventional classroom is most likely rooted in something other than emotional maladjustment?

- a. chronic rebelliousness
- b. compulsive desire to outperform others
- c. habitual classroom mischief
- d. moodiness and general unhappiness
- e. oversensitivity to criticism

2.1182 The least likely cause of persistent inattention in the classroom is probably

- a. conflicting (competing) stimuli
- b. lack of readiness
- c. hostility
- d. chronic fatigue
- e. unsuitability of the curriculum

2.1183 Clinical experience suggests that the changing of one's personality

- a. becomes progressively more difficult with age
- b. becomes progressively easier with increasing mental development
- c. is possible at any age only as it coincides with the almost complete change of environment and environmental pressures
- d. is dependent upon (relative) personal flexibility rather than upon age or intelligence
- e. is dependent primarily upon the relative ineffectiveness of one's present behavior patterns in attaining one's goals and purposes

2.1184 Which of the following is least symptomatic of a strong sense of repressed hostility?

- a. a strong spirit of competition
- b. perfectionism
- c. displaced aggression
- d. undue conformity and courtesy
- e. unwillingness to stand up for one's rights

2.1185 Frequently a child, when caught in a wrong-doing, will claim he does not know why he did it. The teacher's reaction should probably be

- a. to accept the statement as true
- b. to realize the child is lying to protect himself
- c. to refer the child to a clinician; he is losing contact with reality and should get immediate help
- d. to insist that the child give the reason for his behavior
- e. to realize that *what* he did is important, not *why*

2.1186 The halo effect is mainly a result of the fact that raters are influenced by

- a. their overall appraisal of the individual being rated
- b. the ratings made by others on the same individual
- c. the tendency to rate most people above average
- d. the tendency to give a rating of "average" for any trait on which they are not sure
- e. the tendency to show favoritism toward certain individuals

2.1187 Objective evaluation of projective techniques as personality instruments at the disposal of the classroom teacher suggests that

- a. they constitute the best all-round medium for discovering the child's private thoughts and feelings
- b. they are completely beyond the scope of understanding of the classroom teacher
- c. they are therapeutic rather than diagnostic in nature and, hence, of limited value as a means of pupil-appraisal
- d. they are relatively lacking in validity and reliability and are only of suggestive or confirming value even to a trained clinician
- e. they are best used on younger or duller children who are less shrewd at camouflaging their personalities



2.1188 The greatest drawback to the interpretation of the results of a personality inventory given in a school situation is that

- a. students may fake their answers
- b. students do not have enough insight into their psychodynamics to answer the questions
- c. the language used is unfamiliar and/or ambiguous to many students
- d. teachers are not adequately trained in such interpretations
- e. the responses point to symptoms, and not causes, of maladjustment

2.1189 The most thorough procedure for assembling and interpreting pertinent data about a given child is

- a. the anecdotal record procedure
- b. the case study
- c. the cumulative record method
- d. the interview
- e. the self-report

2.1190 The most widely used technique for studying children in and out of the classroom is

- a. the anecdotal record
- b. the case study
- c. observation
- d. the personal interview
- e. the personality inventory

2.1191 Anecdotal records should

- a. concentrate on the negative aspects of the child's behavior that need correction
- b. concentrate on the typical incidents of the child's behavior
- c. be based on a random sample of the child's behavior
- d. be based on specific instances which have direct bearing on understanding the child's behavior
- e. be based on whatever significant behavior is displayed by a specific child at the specific time the teacher has set aside for observing him

2.1192 In writing anecdotal records, the observer should

- a. restrict himself to the simplest statement of the facts of the incident
- b. keep separate (and clearly labelled) his interpretation of the incident from the facts of the incident
- c. relate his report of a particular incident to that of previous similar incidents involving the child
- d. concentrate on the interpretation of the incident in terms of pupil motives
- e. concentrate on his impressions and reactions to the incident rather than on the incident itself

2.1193 Which of the following would certain authorities *not* accept as a basic criterion of a good anecdotal record?

- a. It should be brief.
- b. It should be dated.
- c. It should be factual.
- d. It should be interpretive.
- e. It should be specific.

2.1194 Generally, the device most commonly used for obtaining home background data is

- a. the autobiography
- b. the home visit
- c. the interview
- d. the questionnaire
- e. the registration blank

2.1195 Experts in personality appraisal are of the opinion that self-reporting devices are

- a. relatively useless since the subject does not understand his own motives and cannot judge himself accurately
- b. relatively useless and unnecessary since objective tests of high reliability and validity are now available
- c. essentially the only means available at present to judge the personality of the individual without bias
- d. among the most valid means of personality appraisal currently available
- e. useful and convenient aids to pupil understanding

2.1196 Which of the following principles governing cumulative records is most acceptable?

- a. The record system should be uniform throughout the various school systems throughout the state.
- b. The record system should be one adapted to fit the need of the particular school system.
- c. The records should contain only objective data that can be substantiated objectively.
- d. The records should be open in full to the entire faculty.
- e. Until they are used with greater understanding and ethics, records on children should not be kept except in an informal way.

2.1197 In recording data in the cumulative record, it is desirable

- a. to avoid qualitative data whenever possible
- b. to include all personal reactions from teachers
- c. if a new test score shows no change from a previous score, not to record the second
- d. to include pupil reactions to such things as grades
- e. to keep details to a minimum

2.1198 The first essential step in understanding delinquent acts is to determine

- a. just what offense has been committed
- b. what need of the individual is being frustrated
- c. what motive the individual is trying to satisfy
- d. what values and constraints the individual has internalized
- e. the prevalence of delinquency among his peers

2.1199 Research has found delinquents to differ from non-delinquents in all but which of the following ways?

- a. They are less concerned with the standards and demands of society.
- b. They have more serious emotional conflicts.
- c. They are generally of somewhat lower intelligence.
- d. They are more fearless and uninhibited.
- e. They are more imaginative and original.

**2.1200** The relative proportion of teen-age boys and girls referred to court by the Juvenile Bureau is approximately

- a. ten to one
- b. six to one
- c. three to one
- d. one to one
- e. one to two

**2.1201** The factor most responsible for the prevalence of juvenile delinquency is

- a. failure of individuals to satisfy basic needs in acceptable ways
- b. ineffective character training in the home and school
- c. innate human frailty
- d. inadequacy in law enforcement
- e. the bad example set by society

**2.1202** Which of the following would be the major contributing factor to cheating in a given classroom?

- a. unreasonably high standards
- b. excessive premium placed on grades (rather than on learning)
- c. the relative failure of the children to incorporate test honesty as a dominant value
- d. poor teacher-pupil relationship
- e. lack of cohesiveness and group spirit among the members of the class

**2.1203** Among the many "cures" for the problem of delinquency, probably the least effective is

- a. inflicting severe punishment for transgressions
- b. promoting greater adult sensitivity to the needs of children
- c. promoting favorable attitudes toward socially acceptable behavior
- d. making the child's life in school a pleasant and worthwhile experience
- e. providing children with acceptable heroes with whom to identify

**2.1204** That drug addiction has become such a problem among adolescents and young adults is primarily due to the fact that

- a. drugs provide the individual with a temporary escape from reality
- b. drugs satisfy definite innate appetites
- c. drugs satisfy basic needs generated by changes in body chemistry in adolescence
- d. drugs act as tranquilizers for tired nerves
- e. drug peddlers exploit the adolescent's need for status

**2.1205** Adult efforts in dealing with adolescent delinquency should be oriented primarily toward

- a. the apprehension of offenders
- b. the early identification of predelinquents
- c. the choice of acceptable punitive measures

- d. the prevention of delinquency
- e. the rehabilitation of offenders

**2.1206** By comparison with their age-mates of middle class, teen-agers from the lower classes

- a. have less sense of right and wrong
- b. are more difficult to "indoctrinate" to the values of their culture
- c. are more aggressive and punitive
- d. are more frequently maladjusted
- e. are usually endowed with greater motor coordination

**2.1207** Which of the following is typically a lower class characteristic?

- a. hand-to-mouth existence
- b. industry and a strong sense of duty and responsibility
- c. a strong urge for improvement in status
- d. interest in the academic progress of their children
- e. emphasis upon conformity to the social and moral code

**2.1208** Which of the following is typically an upper class characteristic?

- a. a reverence for the past
- b. a shrewd, aggressive, and merciless "business sense"
- c. active participation in community improvement
- d. a strong interest in politics at all levels
- e. a strong sense of generosity and benevolence toward the lower classes

**2.1209** Which of the following is *not* basically a middle class characteristic?

- a. desire for personal advancement
- b. desire for financial security
- c. strong respect for custom and tradition
- d. belief in education as an avenue for improved social status
- e. emphasis upon keeping up with the Joneses

**2.1210** Probably the most valid approach to the determination of the interests of an elementary school child is

- a. themes, e.g., "What I like"
- b. observation of his leisure time activities
- c. a standardized interest inventory
- d. the statements of the child in answer to what he likes
- e. the reports of parents and peers

**2.1211** What is the relationship of the "broken home" to delinquency?

- a. It tends to be involved in all cases of delinquency.
- b. It bears no relationship to delinquency.
- c. It bears only a minor and indirect relationship to delinquency.
- d. Its importance has been somewhat over-emphasized.
- e. It is important only in cases where other contributing factors are present.



**2.1212** Most of the problems faced by the average adolescent seem to be a direct outgrowth of

- a. an unsuitable curriculum and inadequate teaching methods
- b. insufficient religious and moral training
- c. the conflict between social demands and adolescent needs
- d. the inadequacy of the self-concept developed in childhood
- e. adult inconsistency in their expectations of adolescents

**2.1213** Generally, the best procedure for dealing with the overprotected child is

- a. to continue the overprotection so as not to create insecurity in him
- b. to discontinue the overprotection by treating him exactly the same as other students
- c. gradually to withdraw the overprotection but proceed with care
- d. to let him take the initiative as to how much attention he wants to receive
- e. to wean him at once by placing upon his shoulders relatively complete responsibility for himself

**2.1214** When maladjustment results from a defect and the defect is corrected, relief from the maladjustment will generally

- a. follow automatically and almost immediately
- b. follow automatically after the individual has had time for self-reappraisal
- c. follow only after a period of retraining and guided correction of the maladjustment
- d. be no more possible than it was formerly
- e. depend on too many factors to permit a prediction even on a group basis

**2.1215** If a child suffers a physical handicap, he should be encouraged

- a. to exercise so as to reduce the effect of his handicap, but seek his greatest success in other fields
- b. to seek his greatest success in those fields in which he must overcome his handicap in order to succeed
- c. to avoid activities which show him to be handicapped
- d. to accept himself as incapable of competing with other children
- e. to overcome the handicap at all costs before it affects his behavior in other areas

## R. Mental Hygiene in the School

### Concept of mental health

### The mental health program

### Guidance

**2.1216** Good mental health implies

- a. ability to avoid conflict
- b. ability to ignore personal and social conflicts
- c. ability to accept oneself and one's problems as natural and normal
- d. ability to solve personal conflicts as they arise
- e. ability to compensate for one's weaknesses

**2.1217** According to figures from the White House Conference, . . . . percent of American children are outside the limits of "reasonably normal" in personality adjustment.

- a. five
- b. ten
- c. twenty
- d. thirty-five
- e. fifty

**2.1218** The total number of patients at any one time in mental institutions in America is . . . . . the corresponding number of patients in all general hospitals.

- a. much less than
- b. less than
- c. relatively the same as
- d. greater than
- e. much greater than

**2.1219** The incidence of mental illness in America is

- a. at a high level and holding steady
- b. at a high level and steadily increasing
- c. at a high level but gradually decreasing
- d. at the lowest level per capita since 1850
- e. a matter of guess and opinion because of the difficulty of gathering valid data

**2.1220** The number of new patients entering mental hospitals in America each year is (approximately)

- a. 50 thousand
- b. 100 thousand
- c. 150 thousand
- d. 200 thousand
- e. over 250 thousand

**2.1221** The percentage of the general population who may be expected to become patients in a mental hospital some time during their lifetime is approximately

- a. one percent
- b. five percent
- c. ten percent
- d. fifteen percent
- e. twenty percent

2.1222 The Number One health problem in America today is

- a. cancer
- b. heart disease
- c. mental illness
- d. the migraine headache
- e. multiple sclerosis

2.1223 John's parents reveal severe signs of personal maladjustment. It can be assumed that

- a. John should be removed from his home if he is to develop a sound personality
- b. John has probably inherited susceptibility to maladjustment
- c. John will probably have to depend on the school all the more if he is to become well adjusted
- d. John is completely unaffected thereby
- e. John will become maladjusted only if he has the same liabilities that caused his parents to become maladjusted

2.1224 The most important single factor in the development of the child's personality is

- a. the emotional climate of his home
- b. the level of social stimulation encountered
- c. the social orientation of his peer group
- d. his inherited stability
- e. his inherited assets and liabilities

2.1225 It is generally estimated that some ..... percent of all patients who go to medical doctors have problems of a psychogenic rather than of physical origin

- a. five
- b. twenty
- c. thirty-five
- d. fifty
- e. seventy-five

2.1226 The fact that the incidence of mental illness in America is increasing probably reflects primarily

- a. the increasingly complex age in which we live
- b. the denial of basic need-satisfaction resulting from our industrial system
- c. the lessened reluctance to recognize and to seek assistance for mental difficulties
- d. the breakdown of the home and the resulting insecurity in children
- e. the increased emphasis upon scholastic standards

2.1227 Which of the following is *not* a primary aim of mental hygiene in the classroom?

- a. the preservation of mental health
- b. the prevention of mental and emotional difficulties
- c. the promotion of personal and social adequacy
- d. the promotion of self-realization
- e. the treatment of maladjustment

2.1228 Which of the following would best express the primary aim of mental hygiene in the classroom?

- a. the preservation of mental health

- b. the prevention of mental and emotional difficulties
- c. the promotion of maximum self-realization
- d. the elimination of misbehavior
- e. the minimizing of the need for counseling and guidance

2.1229 The primary purpose of a course in mental hygiene offered as part of the teacher-preparation sequence is to help prospective teachers

- a. detect early symptoms of mental ailments
- b. develop their own personality
- c. guide children in the development of a well-balanced personality
- d. make more adequate diagnoses as a basis for referrals
- e. cooperate more effectively with psychiatrists in the treatment of children referred for help

2.1230 Probably the greatest single factor in promoting mental health is

- a. the concern of society for the needs of the individual
- b. the individual's own inborn drive toward growth and self-enhancement
- c. the mutually supportive atmosphere supplied by one's fellowmen
- d. the mastery of man over his environment
- e. the social pressures applied upon the individual to adjust in a typical way

2.1231 From the viewpoint of educational psychology, frustration resulting from school experiences is

- a. highly undesirable and should never be allowed if in any way preventable
- b. sometimes unavoidable but the child may need guidance in how to meet it
- c. realistic and should be introduced to strengthen moral fiber
- d. mildly undesirable but nevertheless necessary to condition the child in meeting inevitable frustration later
- e. objectionable only in the case of the already insecure child

2.1232 Which of the following do mental hygienists consider most conducive to later personal maladjustment?

- a. careful avoidance of all tension-producing situations
- b. direct discharge of tension
- c. displaced discharge of tension
- d. minor anti-social behavior
- e. suppression of emotional response

2.1233 The child most apt to develop serious emotional problems is the ..... child

- a. bright
- b. independent (self-sufficient)
- c. mischievous



- d. quiet (retiring)
- e. rebellious (defiant)

2.1234 The essential difference between the quiet obedient student and the class "trouble-maker" probably lies in the fact that the latter

- a. is more psychologically maladjusted
- b. suffers from deep-seated resentment and hostility against adults
- c. is more adventuresome, uninhibited, and unafraid
- d. is not getting enough of a challenge out of school-work
- e. has developed a different set of motives and goals

2.1235 Classify the behavior listed below according to the following scale of seriousness as determined in Wickman's study:

- a. considered definitely more serious by mental hygienists
- b. considered somewhat more serious by mental hygienists
- c. considered equally serious by teachers and mental hygienists
- d. considered somewhat more serious by teachers
- e. considered definitely more serious by teachers
  - 1. masturbation and sex play
  - 2. destroying school property
  - 3. bossiness
  - 4. lying
  - 5. suspiciousness
  - 6. tattling
  - 7. cruelty
  - 8. fearfulness
  - 9. interrupting
  - 10. shyness
  - 11. unhappiness
  - 12. unsocial behavior, e.g., negativism
  - 13. tardiness
  - 14. temper tantrums
  - 15. impertinence, impudence

2.1236 Evaluated objectively, Wickman's study of the discrepancy between the ratings of teachers and mental hygienists as to the severity of selected classroom behavior problems is

- a. basically faulty in design; it proves nothing
- b. unfortunately, too correct
- c. open to considerable question especially in the directions given to the two groups of raters
- d. outdated; the conclusions would not apply to teachers today
- e. faulty in its basic assumption that there should be agreement between the two groups of raters

2.1237 Individuals can be of greatest help to each other in maintaining mental health by

- a. providing each other with advice and counsel
- b. acting as a sounding board for the catharsis of emotional problems
- c. providing basic satisfaction for each other's needs
- d. consistently discouraging unacceptable behavior
- e. providing moral support for one another in the event of personal crises

2.1238 The teacher's greatest contribution to the mental hygiene program of the school lies in the area of

- a. early and accurate diagnosis of pupil difficulties
- b. the encouragement of the overt expression of emotional tensions
- c. counseling
- d. good teaching
- e. remedial treatment where indicated

2.1239 The greatest single influence in the mental health of the child is

- a. the professional competence of his teachers
- b. the availability of guidance services
- c. his personal assets and liabilities
- d. the emotional security afforded him during his early years
- e. his inherited temperament as determined by his endocrine balance

2.1240 The teacher's primary responsibility with respect to the mental health of his pupils lies in the area of

- a. maintaining an emotionally healthy classroom atmosphere
- b. providing each child with a sense of achievement through emphasis upon scholastic growth
- c. providing each child at all times with as complete a satisfaction for his needs as possible
- d. developing in each child maximum frustration tolerance
- e. protecting them from potential failure situations

2.1241 The school may best dispense its responsibility with respect to the personality development of its students through

- a. the introduction of courses in personality development
- b. the provision of a guidance program
- c. the simple proposition of not interfering with natural growth
- d. a concentration upon personal adjustment rather than upon intellectual and academic growth
- e. a sound academic program geared to pupil capacity and pupil needs

2.1242 The most valid criterion of the quality of the school program is

- a. the adequacy of the physical plant, the instructional material, and other aids and equipment
- b. the degree qualifications of the teaching staff
- c. the classroom atmosphere
- d. the business-like conduct of classroom activities
- e. the adaptation of curricular requirements to individual differences

2.1243 Which of the following factors under the control of the school has generally the most direct bearing upon the mental health of the child in the classroom?

- a. the suitability of the curriculum
- b. the cohesiveness of the classroom group
- c. the personality adjustment of the teacher
- d. his acceptance by his peers
- e. his relative academic success

2.1244 The modern consensus concerning pleasant and unpleasant experiences in school is that the teacher should

- a. deliberately incorporate both pleasant and unpleasant experiences in the child's program
- b. deliberately incorporate unpleasant experiences into the child's program so that he will learn how to deal with unpleasantness
- c. safeguard the child from unpleasantness wherever possible
- d. attempt to safeguard the child from both pleasant and unpleasant experiences from which he cannot profit
- e. make no attempt to influence the ratio or intensity of the pleasantness/unpleasantness of his experiences

2.1245 Of the following, which might be considered the worst attitude for a teacher frequently to display in the classroom?

- a. annoyance
- b. disappointment
- c. disbelief
- d. impatience
- e. amusement

2.1246 Which of the following would least qualify as a mental health hazard to the school child?

- a. personal (pupil) inadequacies
- b. inflexible academic standards
- c. a tense emotional classroom atmosphere
- d. a highly permissive (laissez-faire) classroom atmosphere
- e. a strong, highly routinized, teacher-directed classroom atmosphere

2.1247 From a mental health point of view, probably the most basic factor in the choice of an occupation is

- a. the economic security it provides
- b. the opportunities it provides for self-expression and self-fulfillment
- c. the congeniality of one's co-workers
- d. the nature of the work relative to one's aptitudes
- e. the suitability of the work from the standpoint of interest

2.1248 Research into the effects of the teacher's personality upon the behavior of their pupils has shown that

- a. dominating teachers have a lower incidence of non-conforming behavior
- b. dominating teachers have a lower incidence of whispering and "horsing around" on the part of their pupils
- c. democratic teachers tend to have children who are more active, more aggressive, and more likely to be leaders
- d. autocratic teachers tend to promote a higher incidence of original planful behavior
- e. laissez-faire teachers tend to have pupils of above average initiative and resourcefulness

2.1249 Deliberately presenting the child with problems and situations which are of such difficulty as to cause frequent failure is

- a. a defensible practice because it prevents children from developing the habit of easy success which may impede growth
- b. a defensible practice because the child needs to be prepared to meet failure as well as success in his later life
- c. a defensible practice because it helps build up moral fiber
- d. an unsound and undesirable practice because it may result in anxiety and regressive behavior that precludes growth
- e. unsound; it is the teacher's responsibility to safeguard pupils against all frustration, not to promote it

2.1250 The best preparation for failure on the part of the child is

- a. a store of failure experiences so that he will become conditioned to failure
- b. a sufficient backlog of success experiences so that failure can be ignored
- c. a haphazard mixture of success and failure so that he knows that success will soon come
- d. a few failures in a context of success so that even if he "loses the battle" he feels confident he will "win the war"
- e. a steady diet of success ensured by carefully adjusting his experiences to his level of readiness

2.1251 Which of the following devices used to curb misbehavior in a primary classroom is least acceptable from the psychological point of view of the maximum growth of the child?

- a. a definite order to stop, this minute!
- b. a warning that he will be sent to the principal's office
- c. a warning that his grades will be lowered
- d. a threat that the teacher will not like him unless he behaves as the teacher wants him to
- e. a definite warning that unless his behavior meets expected standards his parents will be called in for a conference

2.1252 Which of the following is the least fundamental mental health hazard of the gifted child?

- a. the unsuitability of curricular demands made upon him
- b. his social isolation from his peers
- c. the lack of parental and teacher understanding
- d. his relative inadequacy (by comparison to his age-mates) in the areas of physical, emotional, and social development
- e. his development of attitudes of snobbishness, superiority, and rejection of less capable children

2.1253 When working with a grade school child who feels the world is hostile, a teacher should

- a. lean over backward to be accepting and friendly
- b. be friendly and accepting only when the child's behavior is acceptable



- c. see that the child meets the same standards as other children
- d. set up definite standards in terms of attainable goals and see that the child meets them
- e. take his cue from the child, i.e., display the same type of behavior as he does

2.1254 Which of the following is most conducive to mental health?

- a. avoidance of emotional stimuli
- b. channelling of emotional expression
- c. control of normal emotional outbursts
- d. free expression of the emotions
- e. free indulgence in emotionalized thinking

2.1255 The greatest mental health hazard of school children as reported by the teachers is

- a. lack of adult understanding
- b. lack of peer acceptance
- c. unsatisfactory home conditions
- d. unrealistic scholastic demands
- e. unsuitable curricular content

2.1256 Guidance is a process of

- a. allocation of round pegs to round holes
- b. diagnosis and prescription
- c. help to students toward self-direction
- d. pupil testing and appraisal
- e. orientation of pupils toward social expectations

2.1257 The primary purpose of guidance is

- a. to forestall the occurrence of all conflicts
- b. to help the child resolve some of his conflicts
- c. to resolve the conflicts the child may have
- d. to adjust the severity of the conflicts the child has to face to a level from which he can profit
- e. to help the child develop a philosophical outlook toward the inevitability of conflict

2.1258 Which of the following assumptions is most basic to guidance?

- a. Most people are by themselves capable of maximum self-realization.
- b. Most people are born with potentialities to succeed in a number of fields.
- c. People cannot attain success without outside help.
- d. Outside help cannot change human nature.
- e. Preservation and enhancement of the self is the fundamental human drive.

2.1259 The idea of the guidance of the individual is consistent with the philosophy of a society which

- a. is concerned primarily with attaining the highest standards of excellence
- b. believes equal treatment of its members is predicated on the assumption of equal contribution from its members
- c. is committed to a recognition of human dignity and individual differences
- d. is concerned with the welfare of the state in international competition
- e. makes individual happiness its goal

2.1260 Which of the following is least responsible for the present need for guidance?

- a. breakdown in the influence of the home
- b. increased complexity of the social order
- c. increased curricular offerings
- d. increased specialization in industry
- e. present emphasis on academic standards

2.1261 Research into so-called "pseudo-scientific" guidance methods has shown that

- a. they have absolutely no basis in fact
- b. they border on the spiritual and, hence, cannot be tested by objective means
- c. they are generally carried out by persons whose sincerity cannot be doubted
- d. they need further refinement before they can be recommended
- e. they invariably worsen the condition they set out to remedy

2.1262 Which of the following is *not* a recent trend in guidance?

- a. increased responsibility for guidance placed upon the classroom teacher
- b. increased recognition of the individual's capacity for self-guidance and growth
- c. increased awareness of the need for increased participation of the counselor in the counseling interview
- d. increased emphasis on preventive and developmental aspects of guidance
- e. increased awareness of the school's responsibility for all aspects of the child's growth

2.1263 Guidance got its start in this country as a movement emphasizing

- a. religious and character development
- b. vocational adjustment
- c. the prevention of delinquency
- d. the rehabilitation of juvenile delinquents
- e. the encouragement of young men toward the ministry

2.1264 Phrenologists claim that they can

- a. analyze personality traits from a study of the signs of the Zodiac
- b. analyze personality traits by analyzing handwriting
- c. analyze personality traits by feeling the bumps on the skull
- d. tell one's future from the lines in the palm of his hand
- e. tell one's future by converting his name into some numerical scheme

2.1265 Guidance activities as carried on in the elementary school are concerned mainly with

- a. the curbing of misbehavior
- b. the accumulation of pupil data for use in high school
- c. the identification and referral of problem cases before it is too late
- d. the promotion of maximum academic growth in preparation for high school
- e. pupil development

**2.1266** The most valid criterion of the effectiveness of the school guidance program is

- a. the performance of students on such tests as the National Merit Examination
- b. the percentage of students who go on to college
- c. the academic and professional qualifications of those who head the program
- d. the relative freedom of the student body from major adjustment problems
- e. the extent of the compliance of the school with accepted mental hygiene practices

**2.1267** The common purpose underlying education, guidance, and mental hygiene is

- a. the promotion of maximum self-realization on the part of the individual child
- b. the prevention of delinquency and other aspects of maladjustment
- c. the promotion of academic and intellectual adequacy
- d. the preparation of children for future personal and vocational adequacy
- e. the indoctrination of children into the dominant values of society

**2.1268** Education, guidance, and mental hygiene differ primarily from the standpoint of

- a. purpose
- b. scope
- c. the direction of emphasis
- d. underlying philosophy
- e. the degree of responsibility placed upon the student

**2.1269** What is the basic relationship between guidance and modern educational theory?

- a. Guidance, even though conducted through the school, is really quite separate from the main purpose of the school.
- b. Guidance is an extension of Freudian psychology, whereas education is more closely related to Thorndikian connectionism.
- c. Guidance attempts to fill the gaps left by mass teaching.
- d. Education is a form of guidance, i.e., guidance of learning.
- e. Each is concerned with a slightly different aspect of the same process, namely, promoting individual self-realization.

**2.1270** The guidance toward the maximum self-realization of the high school student is primarily the responsibility of

- a. the student himself
- b. the classroom teacher
- c. the principal and his staff
- d. the guidance counselor
- e. the classroom group as a whole

**2.1271** Which of the following statements best represents the counseling and guidance function of the classroom teacher in schools where regular guidance services are available?

- a. He should refer all students with problems to the guidance department.

- b. He should refer problems requiring special skill to the counselor.
- c. He should deal with all students who come to him.
- d. He should limit his activities to the teaching of subject matter.
- e. His guidance activities should be restricted to accumulating pupil data for inclusion in the cumulative record.

**2.1272** The primary function of the home-room in the high school is

- a. to provide group guidance
- b. to provide individual guidance where indicated
- c. to provide each student with a specific teacher to whom he can turn for help
- d. to provide a liaison officer between parents and the half-dozen teachers a student will have in the course of the day
- e. to act as an administrative home-base for students

**2.1273** Group guidance has been advocated (in addition to counseling) on the argument that

- a. it makes possible a substantial saving in counseling time and personnel
- b. it provides a service not provided in individual counseling
- c. it provides for participation of all teachers on the guidance team
- d. it gives the student two persons (instead of one) to whom he can turn for help
- e. it gives all the teachers a greater insight into the purposes and practices of the guidance department

**2.1274** Guidance officials have experienced difficulty in administering homeroom personal-social guidance mainly because of

- a. the teacher's conviction that this is the responsibility of the guidance department
- b. the average teacher's lack of adequate preparation and proper personality orientation necessary to do a good job
- c. the embarrassing topics that occasionally come up in coeducational classes
- d. the lack of time allocated to the homeroom program
- e. the wide diversity of student interests and problems in the average class

**2.1275** Vocational guidance is based primarily upon the concept of

- a. individual differences in aptitude
- b. intercorrelation among aptitudes
- c. trait variability
- d. growth of aptitude through training
- e. developmental tasks

**2.1276** Vocational guidance has been made more easy and scientific as a result of

- a. analysis of variance
- b. factor analysis
- c. psychoanalysis
- d. (test) item analysis
- e. vector analysis



2.1277 The primary purpose of vocational guidance is

- a. to advise the student what to do in the area of work
- b. to give the student information relative to jobs
- c. to help the student select a realistic vocational goal
- d. to match each potential worker with the specific job for which he is best suited
- e. to facilitate the employment by industry, business, etc., of the best qualified employees

2.1278 The "heart" of the guidance program is

- a. the case study conference
- b. the counseling interview
- c. the day-to-day contacts with the regular classroom teacher
- d. the homeroom (group guidance) program
- e. the pupil appraisal program

2.1279 Which of the following is not considered a favorable factor for the success of counseling?

- a. a realization on the part of the client that he needs help
- b. confidence in the professional competence of the counselor
- c. a strong sense of dependence on the counselor (on the part of the client)
- d. ability of the client to verbalize his feelings
- e. a relatively sound personality structure

2.1280 Counseling has as its basic purpose

- a. advising the client as to his most effective course of action
- b. helping the client develop a greater degree of insight into his behavior and the demands of society
- c. helping the client achieve his purposes
- d. helping the client resolve his conflicts
- e. helping the client define what constitutes acceptable behavior

2.1281 Which of the following is *not* a basic principle of non-directive counseling?

- a. letting the client talk himself out of his conflict
- b. providing the client with absolutely unlimited permissiveness
- c. reflecting the client's feelings so that he can re-appraise them and incorporate them into his self-concept
- d. recognizing the client's basic ability to resolve his own problems
- e. letting the client assume relatively complete responsibility for the resolution of his conflict

2.1282 Non-directive counseling appears most appropriate when the problem

- a. is of an emotional nature
- b. deals with delinquency and anti-social behavior
- c. involves a lack of occupational information
- d. involves patients with limited intelligence
- e. is one for which a number of alternative solutions appear possible

2.1283 The most fundamental reason why high school students drop out of school is

- a. academic difficulties
- b. dissatisfaction with the school program
- c. financial need
- d. the lure of full-time employment and consequent independence
- e. parental opposition to further schooling

2.1284 What might be the best approach to a high school student who is defiant, a "trouble-maker", etc.?

- a. be sympathetic; teachers can't expect him to be nice to them unless they first give the example
- b. give him due warning and expel him if necessary in order to be fair to the other students
- c. ignore him as much as possible until he improves in his attitudes
- d. make a study of his case on the assumption that he is in need of help in satisfying certain basic needs
- e. meet him head-on and show him you can "talk his language"

2.1285 Background analysis as an aspect of counseling is probably most effective when dealing with ..... problems.

- a. composite and/or complex
- b. difficult
- c. educational
- d. emotional
- e. vocational

2.1286 The greatest weakness often found in the requirements for certification of counselors is the absence of requirements concerning

- a. teaching experience
- b. training in psychology
- c. non-teaching (occupational) experience
- d. internship in counseling
- e. the counselor's own personality adjustment

2.1287 Which of the following propositions would be accepted by guidance workers?

- a. If a case is properly diagnosed, the cure is more or less prescribed.
- b. The client is generally best able to diagnose his own difficulties.
- c. Identifying the symptoms leads directly to the cause of the difficulty.
- d. Preventing undesirable behavior from taking place is tantamount to solving the problem.
- e. None of the above is acceptable.

2.1288 Which of the following alternatives is false? Educational and vocational predictions

- a. are always in terms of probability, never certainty
- b. are directly predicated upon the validity of the instruments used
- c. are directly predicated upon the validity of the criterion used
- d. are generally more valid for individuals than for groups
- e. are most accurate when based on variables which are highly correlated with that being predicted

**2.1289** Personnel selection differs from vocational guidance in that the former is

- a. concerned primarily with allocating the individual to that phase of the industrial system for which he has the greatest aptitude
- b. best effected through factor analysis while the latter is best effected through multiple regression techniques
- c. oriented toward the good of the industry while the latter is oriented toward the good of the individual
- d. based on the concept of trait variability while the latter is based on the concept of individual differences
- e. concerned with allocating the individual to the specific job which he can do best while the latter orients him to a job area

**2.1290** Which of the following represents the best position the vocational counselor can take in view of the very definite possibility of his being in error in his interpretations and prognoses?

- a. He must always take the risk or possibly lose the client's respect and cooperation.
- b. He should couch his statements in terms of probability and emphasize that they may not apply to this client.
- c. He should emphasize what the client should not do since negative guidance can be more accurate than positive guidance.
- d. He should never hazard a prognosis unless he is certain of being right.
- e. He should give his best professional advice without pointing to the risk of error and thereby creating doubts in the mind of the client.

**2.1291** In counseling a student, the counselor should make it a point

- a. to establish and maintain rapport
- b. to give the student a psychological interpretation of his feelings as he goes along
- c. to remain as impersonal as possible so that the counselee will recognize his responsibility for solving his own problem
- d. to take the initiative in order to have the interview explore fruitful avenues for counselee improvement
- e. to provide the counselee with a list of points of advice to act upon while waiting for his next session with the counselor

**2.1292** Whether or not a counseling interview is effective depends primarily upon

- a. the insight of the counselee into his own personality and his problem
- b. the rapport established between counselor and counselee
- c. the nature (subject, complexity, duration, etc.) of the counselee's problem
- d. the soundness of the basic personality of the counselee
- e. the extent to which the counselor adheres to accepted principles of non-directive counseling

**2.1293** Which of the following factors would be most suggestive of likely success in therapy in the case of rather severe emotional conflict?

- a. the client eagerly seeks help
- b. the client's present adjustment provides some degree of satisfaction
- c. the client possesses little insight into his problem
- d. the client had a relatively unhappy childhood
- e. the client is relatively restricted in intelligence and ability to verbalize

**2.1294** The most fundamental reason why psychotherapy is usually a long-drawn out process involving many short sessions stretched over a long period of time is that

- a. personality is relatively unchangeable
- b. too rapid a coverage of his conflicts would raise the client's anxiety to a destructive level
- c. the average client is not trained in psychoanalysis
- d. gains must be consolidated before new advances are made
- e. it is necessary to wait for gradual changes to take place in the client's environment

**2.1295** Which of the following is *not* a recommended practice in the use of the sociodrama?

- a. discussion of the points to be presented before the actual presentation
- b. discussion of the roles to be played by each of the participants
- c. rehearsal to stage an effective presentation
- d. discussion of the drama after presentation
- e. interchange of the roles among the participants (and repeating)

**2.1296** The effectiveness of the sociodrama as a guidance technique stems primarily from the fact that

- a. it brings out a better understanding of a problem on the part of all
- b. it forces the individual to participate in accordance with his involvement in the problem
- c. it makes use of the therapeutic possibilities of the social situation
- d. it helps the individual develop insight into his behavior
- e. it is adaptable to a large number of situations

**2.1297** The sociodrama as a group guidance technique is most effective when

- a. the atmosphere is permissive, i.e., every member is secure
- b. the members are all given a chance to express their views
- c. the program is completely unplanned, i.e., truly spontaneous
- d. the topic of discussion is a problem in which the whole group is vitally interested
- e. the help of outside "authorities" is enlisted to lead the discussion

**2.1298** Which of the following statements best represents the present consensus regarding the use of projective techniques?

- a. Their use is restricted to clinicians with specialized training.



- b. They can be expected to replace conventional measures of personality.
- c. They add nothing to what can be measured more easily by more objective methods.
- d. Their use is restricted to psychotic and other advanced cases.
- e. They have particular advantage (over other techniques) in the case of mentally retarded, inarticulate, and illiterate clients.

2.1299 The teacher's major therapeutic measure in the relief of maladjustment lies in the area of

- a. rigid discipline and conformity to social demands
- b. bibliotherapy
- c. the manipulation of the environment
- d. the provision of need-satisfaction through the curricular experiences
- e. the lessening of the demands made upon the child

2.1300 From the standpoint of teaching effectiveness, the personal-social adjustment of the teacher

- a. can be disregarded because intellectual and emotional functioning are independent
- b. can be disregarded as long as the teacher knows his subject and techniques of teaching
- c. is of great importance because a teacher may project his difficulties upon his pupils and create an unwholesome emotional climate in the classroom
- d. is of some importance but can be minimized by pointing out to him his defects and the way they influence teaching effectiveness
- e. is of some significance in the lower grades but of very little consequence in high school where pupils have attained a high degree of emotional independence

2.1301 The nature of the influence the teacher will have upon his students depends primarily upon

- a. the procedures he uses to enforce discipline
- b. the respect he can enforce on the part of his student
- c. his ability to present subject matter
- d. his personal integrity and other aspects of his character
- e. the way his total personality is reflected on his class

2.1302 The most effective approach to the improvement of the mental health of the teaching profession is that of

- a. providing free and accessible psychiatric and therapeutic help wherever needed
- b. lightening the load carried by teachers
- c. working toward the improvement of teacher salary and prestige
- d. selecting as prospective teachers individuals who are emotionally healthy

- e. helping teachers obtain a greater insight into their own behavior

2.1303 Primary responsibility for the teacher's adjustment lies with

- a. the children
- b. the principal
- c. the teacher himself
- d. the teacher's parents
- e. the community

2.1304 Research has shown that maladjustment among teachers is

- a. relatively non-existent
- b. relatively rare among "career" teachers
- c. exceedingly widespread, especially among women teachers
- d. of average incidence
- e. of greater incidence than in comparable professional groups

2.1305 Research has shown that the most frequent symptom of nervous instability among teachers is

- a. absentmindedness
- b. digestive upsets
- c. explosive behavior
- d. fatigue
- e. worry

2.1306 Which of the following is *not* a positive factor in the teacher's mental health?

- a. a program in which routine is "routinized"
- b. personal and professional competence
- c. a schedule allowing for hobbies, friends, and relaxation
- d. a spirit of personal and professional responsibility and adequacy
- e. a strong need to love and to be loved by children

2.1307 Which of the following is the most correct statement of the relation between marital status and the personal-social adjustment of teachers?

- a. Empirical evidence favors the married teacher.
- b. Empirical evidence favors the single teacher.
- c. Marital status bears no relation to adjustment.
- d. Empirical evidence favors married male teachers but single female teachers.
- e. Empirical evidence favors married female teachers but single male teachers.

2.1308 Which of the following is most characteristic of the good teacher?

- a. He sticks to one activity at a time and completes what he starts before starting something else.
- b. He is not afraid of losing dignity when he participates in children's activities.
- c. He puts more do's than don'ts in his comments to children.
- d. He keeps constantly to the fore the school's responsibility for teaching the content of the curriculum.
- e. He remains objective and impersonal at all times.

**2.1309** The most frequent symptom of lack of mental health on the part of the teacher is the constant use of

- a. sarcasm
- b. nagging
- c. punishment
- d. routine
- e. stereotyped expressions

**2.1310** The greatest single hazard to teacher mental health is undoubtedly

- a. social isolation
- b. unnecessary restrictions upon his personal life
- c. parental and community criticism of teachers and teaching methods
- d. low prestige and salary of the teaching profession
- e. academic and professional incompetence

**2.1311** Probably the factor most detrimental to the mental health of the teaching profession is

- a. excessive teacher load, e.g., overcrowded classrooms
- b. inter-personal conflicts (with pupils, administrators, and parents)
- c. lack of opportunity to express oneself creatively
- d. lack of prestige and community acceptance
- e. monotony

**2.1312** Probably the greatest satisfaction in teaching is

- a. monetary rewards and job security
- b. a sense of service to society
- c. a sense of contribution to pupil growth
- d. a sense of status and power as leader and master of children
- e. a feeling of love for and by children

## S. Psychology and Modern Education

The purpose of the modern school

Progressive and traditional education

Schools of psychology

**2.1313** Modern educators subscribe to the view that classroom learning proceeds most effectively when

- a. classroom activities are oriented to the accurate and thorough learning and verbal reproduction of lecture and textbook material
- b. classroom activities are oriented primarily to the training of the intellect and only secondarily toward the assimilation of content
- c. pupils participate in activities which have meaning to them in terms of their experiences and purposes
- d. pupils participate in worthwhile activities selected by and conducted under the close supervision of the teacher
- e. pupils are allowed a maximum of freedom to choose activities which are of interest to them with a minimum of teacher interference

**2.1314** The modern concept of education is based upon the belief that

- a. teaching, in the final analysis, must remain an art based on intuition and clinical judgment
- b. children, in the final analysis, must adapt their needs and goals to the curriculum as set by society
- c. present emphasis upon the all-round development of the child has minimized the importance of academic competence on the part of the child
- d. education is effective in direct proportion to its synchronization with the child's motives, purposes, and goals

- e. education is effective in direct proportion to its reliance upon concrete experiences as the medium of instruction

**2.1315** Which of the following educational trends is probably the most significant from the standpoint of the effectiveness of the classroom?

- a. the evaluation of growth in terms of behavior
- b. an increased emphasis upon meaningfulness and understanding
- c. an increased emphasis upon relating classroom activities to the needs, goals, and purposes of individual children
- d. a shift in discipline from a concern for classroom decorum to emphasis upon discipline as behavior guidance
- e. the increased use of the IQ as the basis for setting realistic goals for individual children to attain

**2.1316** By comparison with the traditional approach of yesteryear, modern activity methods

- a. place more emphasis on drill and recitation as a means of ensuring adequacy of response
- b. place greater emphasis upon overt physical activity as an essential aspect of effective learning
- c. provide for more active pupil participation in more comprehensive and more meaningful experiences
- d. place more of the choice of the curricular experiences on the individual student and minimize the importance of the teacher
- e. place major emphasis upon pupil adjustment (as opposed to intellectual and academic competence)



**2.1317** The primary function of the school as an agent of society is

- a. to develop in children an adequate level of vocational competence
- b. to prepare the child for life
- c. to provide children with an understanding of their environment
- d. to maintain social stability
- e. to provide youth with a uniform set of experiences as the basis for effective communication

**2.1318** The primary goal toward which the modern school is oriented is that of the development on the part of its students of

- a. adequate behavior
- b. socially acceptable behavior
- c. personal adequacy and independence
- d. a sound system of ethical values
- e. originality, creativity, and individuality

**2.1319** Which of the following alternatives best represents the direction toward which the major emphasis of the curriculum should be oriented?

- a. intellectual and academic competence
- b. individual self-realization
- c. morality and character formation
- d. social and emotional adjustment
- e. vocational adequacy

**2.1320** Much of the disciplinary and motivational difficulties experienced by teachers stem from

- a. personal maladjustment on the part of teachers and/or pupils
- b. the failure of the curriculum to meet pupil needs
- c. the theoretical "unsoundness" of progressive education
- d. the relatively greater appeal of other interests competing for the child's attention
- e. the natural rebellion of children against adult authority

**2.1321** The primary purpose for the inclusion of out-of-class activities as part of the overall school program is

- a. to meet accreditation requirements
- b. to keep children under supervision after school
- c. to provide other avenues of pupil self-realization
- d. to provide students with a means of acceleration through earning extra credits
- e. to promote a greater usage of school facilities and teacher talents

**2.1322** The major responsibility with which school personnel have been entrusted is that of

- a. changing human nature to conform to social expectations
- b. adjusting the child to conform to the demands of society
- c. adjusting social demands to fit the nature and needs of the child
- d. adapting the program of education to conform to the nature and needs of the child

- e. harmonizing the needs of the child and the demands of society for the benefit of both

**2.1323** The primary function of the school as an agency of American democratic society is

- a. to help maintain the status quo
- b. to help keep America in a position of world leadership
- c. to transmit the social heritage
- d. to labor for sound sociological and philosophical reforms which the teacher, as an enlightened leader in a democratic society, can better understand
- e. to transmit only the academic and intellectual aspects of our social heritage on which there can be no disagreement

**2.1324** Which of the following best expresses the purpose of education in America?

- a. the removal of handicaps and hindrances to self-realization
- b. the distribution of knowledge and skills
- c. the improvement of human nature
- d. the development of innate potentialities
- e. the molding of the individual to the social pattern

**2.1325** Which of the following is *not* a major modern trend in teacher education?

- a. a change in emphasis from the teaching of subject matter to the directing of pupil growth
- b. a change in emphasis from academic growth to the all-round development of the child
- c. a change in emphasis from scholarship to personality development
- d. a change in emphasis from effective presentation to effective learning
- e. a change from autocratic discipline to greater pupil self-direction

**2.1326** Modern American education at the elementary school level can best be described as being

- a. curriculum-centered
- b. project-centered
- c. pupil-centered
- d. subject-centered
- e. teacher-centered

**2.1327** It is the basic thesis of Snygg and Combs that the child, allowed to choose what he wants to do, will not choose things that are easy nor will he loaf. The main reason they give is that

- a. he knows that the teacher can — and will — step in, if necessary
- b. human beings are equipped with an ever-enduring drive toward self-enhancement
- c. his status among his peers demands that he make an adequate contribution to group goals and group standards
- d. once effective habit motives of hard work, etc. have been established, they can be depended upon to continue without reinforcement
- e. the activities he is likely to choose will have such inherent appeal to him that they will become self-propelling

**2.1328** The greatest need in our schools today is probably a need for

- a. fewer social activities to permit more concentration on the academic
- b. less proliferation of courses as a means of meeting the teacher shortage
- c. greater individualization of instruction to cope with individual differences
- d. a return to a basic curriculum of "disciplinary" subjects
- e. a greater alignment of teaching procedures with the principles of educational psychology

**2.1329** In the final analysis, the effectiveness of the school program, as it affects the child, rests with

- a. the leadership offered by the administration
- b. community cooperation and participation
- c. the competence of the teacher
- d. the effectiveness of the supervision
- e. the suitability of the curriculum

**2.1330** The viewpoint that much of the failure of the school's attempt to make education meaningful stems from a neglect of making what is to be learned a means of realizing the child's purposes was first expressed by

- a. John Dewey
- b. W. H. Kilpatrick
- c. Horace Mann
- d. H. A. Murray
- e. Snycg and Combs

**2.1331** The approach to teaching social studies that seems most psychologically sound is that centering around the study of

- a. different cultures
- b. current problems
- c. the units outlined in the basic text
- d. the evolution of the race
- e. student government

**2.1332** In the final analysis, the basic determinant of the curriculum of the high school is

- a. the requirements set by colleges and accrediting agencies
- b. the needs of youth
- c. the views of educational philosophers and curriculum consultants
- d. the practical aspects of each local situation, e.g., the availability of teachers
- e. the transfer value of its contents

**2.1333** In the final analysis, educational values are determined on the basis of

- a. current practice
- b. social and philosophical considerations
- c. scientific research and measurements
- d. public opinion
- e. psychological theory

**2.1334** Which of the following is most suggestive of a desirable classroom learning atmosphere?

- a. an exceptionally well behaved classroom group with an almost complete absence of noise, pupil movement, disturbances, and disciplinary problems
- b. a cohesive group characterized by enthusiasm and respect for the dignity of individual members
- c. an alert teacher in complete charge of the classroom and of the learning activities occurring therein
- d. a highly permissive teacher allowing students complete freedom in the choice of their learning activities
- e. a highly organized chapter-a-week coverage of basic material with weekly quizzes to evaluate progress

**2.1335** The real goal of the learning process is

- a. the acquisition of facts and skills
- b. the assimilation of knowledge
- c. the development of attitudes
- d. the application of knowledge and skills
- e. the determination of future behavior

**2.1336** Emphasis upon a clarification of the objectives of education and of the school is best justified on the grounds that

- a. a school can be rated only in the light of its objectives
- b. every child should know the goals toward which he is proceeding
- c. the teacher needs to know the goals toward which he is guiding the child's growth
- d. teachers are frequently called to interpret them to the public
- e. what is educationally sound is answerable only in terms of the goals to be attained

**2.1337** Modern educators subscribe to the concept that the educational process is primarily concerned with

- a. the development of whatever knowledge and skills are required for later vocational adjustment
- b. the development of the individual through guided interactions of his native capacities with his environment
- c. the mutually complementary process of assimilating curricular content and developing the intellect
- d. the molding of the individual to the standards of the culture
- e. the maturation of the individual's inherited potentialities

**2.1338** Modern educational philosophers in America consider the primary function of the school to be that of

- a. cultivating informed and cultured citizens
- b. developing disciplined and alert minds
- c. developing self-directive and socially-competent individuals
- d. promoting whatever growth the individual's inherited potentialities permit



- e. promoting uniformity, unity of purpose, and conformity among the members of the social order

2.1339 Probably the most significant change which has taken place in American education is

- a. the increased concern over scholarship
- b. the orientation of the curriculum toward science
- c. the increased concern over adjustment as an aspect of pupil growth
- d. the increased emphasis upon the co-curricular program
- e. the increased emphasis upon diagnostic and remedial work

2.1340 Which of the following would least qualify as a basic aim of the modern school?

- a. the development of a sense of social and civic responsibility
- b. the development of reasoning and problem-solving ability
- c. the development of intelligence
- d. the promotion of personal happiness
- e. the betterment of society

2.1341 By contrast to the school of years ago, the modern American school

- a. is no longer as concerned with basic competence in the fundamentals
- b. has given top priority to personal and social adjustment and has relegated academic and intellectual competence to a secondary position of importance
- c. is especially weak in the area of discipline
- d. is much more aware of the importance of collateral learnings, e.g., attitudes and values
- e. has cheapened the high school diploma to the point it now means nothing more than 12 years of schooling

2.1342 The school is often criticized for having taken over responsibility for functions more properly that of other social agencies. What might represent a valid policy in this regard?

- a. The school should not take over any responsibility beyond teaching as was originally assigned at the time American schools were organized.
- b. The school should accept no other responsibility unless and until it can provide more adequately than at present for the academic and intellectual growth of its students.
- c. The school needs to define specific and legitimate functions in which it can be effective and encourage and educate other agencies to assume what are legitimately their responsibilities.
- d. The school should take over whenever other agencies prove inadequate in meeting a need involving children.
- e. The school needs to prepare to take general responsibility for all aspects of pupil growth.

2.1343 According to public polls, what is the opinion of the public regarding the relative adequacy of modern and previous educational practices?

- a. The general public feels schools are now inferior.

- b. The general public is equally divided in its views.
- c. The general public is agreed that the two are relatively equally adequate.
- d. A majority of the better informed voted in favor of the modern school and its curriculum.
- e. The majority of those polled pleaded ignorance and refused to vote

2.1344 Which of the following best represents the position taken by Arthur Bestor?

- a. He who knows can teach.
- b. Professional education at best, can only provide the prospective teacher with a bag of tricks and devices.
- c. Teaching has been shown to be unimportant; a good student will learn regardless.
- d. Education must be education of the intellect.
- e. The salvation of modern education lies in liberal education.

2.1345 Most of the recent major criticisms of the public school have centered around

- a. the elimination of fads and frills from the curriculum
- b. the elimination of sex education from the curriculum
- c. the condemnation of life-adjustment education
- d. the banning of books concerned with controversial social issues or alleged to be communistic or obscene
- e. the return to mathematics and the pure sciences

2.1346 In which of the following areas of pupil development are modern classroom procedures most superior to the older methods?

- a. teaching basic skills
- b. teaching for understanding
- c. providing for the whole child
- d. developing self-discipline
- e. developing favorable attitudes toward school

2.1347 The basic criterion in judging whether education is a science is

- a. its conformity to logical procedures
- b. its reliance upon experimentation in the solution of its problems
- c. its inclusion of the scientific method as a unit in its curriculum
- d. the comprehensiveness of the theoretical framework within which it operates
- e. the agreement of its principles and practices with the concept of truth

2.1348 Modern educators are agreed that knowledge

- a. is the primary end of education
- b. is simply a prerequisite to more important educational ends
- c. is, by itself, a reasonable guarantee of effective behavior
- d. is relatively unimportant in grade school where the emphasis should be on pupil adjustment
- e. pertains only to facts and skills; principles, concepts, and other generalizations are matters of understanding, not knowledge

**2.1349** Which of the following is least acceptable in the light of the modern concept of education?

- a. The personal and social adjustment of the child is a responsibility the school must necessarily and legitimately assume.
- b. Despite the importance of its other responsibilities, the school exists primarily for the purpose of developing the intellectual and the academic.
- c. Prime consideration should be given to the development of sound attitudes and values.
- d. Although the products of education are also of fundamental interest to educators, teachers are generally more directly involved in the methods and procedures by means of which these products are to be attained.
- e. Theory and application of theory cannot be separated; one cannot exist without the other.

**2.1350** The most basic goals of education are

- a. academic facts, concepts, principles, and generalizations
- b. attitudes, values, and moral principles
- c. personal and social adjustment
- d. intellectual and vocational competence
- e. personal health and happiness

**2.1351** Which of the following most adequately represents the philosophy of John Dewey?

- a. Knowledge for knowledge's sake
- b. Knowledge as power
- c. Education as a preparation for life
- d. Education as life
- e. Education as recapitulation

**2.1352** The primary function of the junior high school lies in the area of

- a. consolidation
- b. exploration
- c. specialization
- d. socialization
- e. transition

**2.1353** An effective public school is one that

- a. orients its curriculum and its procedures to the promotion of needed changes in the social order
- b. orients its program to the promotion of stability in the social order
- c. assumes stability and continuity in the purposes of the social order and designs its program to meet the unchanging needs of its students
- d. maintains a flexible program oriented to meet the ever-changing needs and purposes of its students
- e. orients its curriculum and its procedures to the task of influencing the motives of students toward the desirable goals of the social order

**2.1354** Which of the following is the most valid criterion on the basis of which to evaluate a secondary school?

- a. agreement of its practices and procedures with its own philosophy
- b. the adaptation of its curriculum and practices to local needs

- c. the flexibility of its objectives
- d. the effectiveness of the total pattern it presents
- e. the performance of students on standardized tests

**2.1355** The curriculum is best described as

- a. the academic program of the school
- b. the subject-matter content through which the school attempts to promote pupil growth
- c. the sequence of experiences through which the school attempts to promote pupil growth
- d. the academic content prescribed to be covered in a given grade
- e. any activity through which learning is promoted

**2.1356** The curriculum of the school exists for the purpose of

- a. setting standards of academic attainment
- b. providing uniformity in American education
- c. providing the child with meaningful and educative experiences
- d. providing the child with the skills necessary for effective living
- e. preventing haphazard wandering in classroom activities

**2.1357** The specific purposes and goals to be attained through a given learning experience in the elementary school

- a. should be determined by the teacher in his planning
- b. are specified by the curriculum maker and must be adhered to if the curriculum is to be effective
- c. should be set up cooperatively by teacher and pupils
- d. are best taken directly from the basic textbook in order to take advantage of its continuity
- e. should not be specified in advance if the learning experience is to retain the flexibility it needs to be effective

**2.1358** The primary criterion in the choice and formulation of curricular objectives is

- a. the child's future academic needs
- b. the child's future vocational needs
- c. social expectations
- d. the potential growth inherent in the curricular content to be presented
- e. the child's own goals and purposes

**2.1359** The experience curriculum is one in which

- a. the emphasis is upon building up experiential background and readiness for a given subject or topic
- b. the topics are purposely selected to be within the experience of the students
- c. the pupils gain experience in dealing with life problems through experience with similar problems on a minor scale
- d. classroom activities are organized around comprehensive units meaningful to children in terms of their purposes and experience
- e. special care is taken to see that each child, regardless of ability, is provided with meaningful learning experiences



2.1360 The basic difference between the experience curriculum and the "traditional" curriculum is primarily one of

- a. curricular objectives
- b. emphasis
- c. psychological and philosophical orientation
- d. sociological viewpoint
- e. teaching methods

2.1361 The curriculum of a child-centered school is usually based upon

- a. the needs and interests of boys and girls
- b. the prescribed textbook
- c. the requirements of the next grade
- d. the judgment of the classroom teacher
- e. the judgment of experts, e.g., the state board on curriculum

2.1362 The chief emphasis in modern teaching methods (as opposed to traditional methods) is that learning be

- a. accompanied by overt physical activity
- b. based on the immediate desires and interests of pupils
- c. oriented toward goals meaningful in terms of the children's goals and purposes
- d. oriented toward goals selected by the teacher rather than the curriculum maker
- e. accomplished as an incidental aspect of the attainment of worthwhile goals

2.1363 The distinguishing feature of the experience curriculum is that

- a. the traditional subject areas are fused into comprehensive learning experiences
- b. two or more subjects are replaced by a more comprehensive subject area
- c. one teacher assumes responsibility for whatever subjects are involved in a given unit of study
- d. the curriculum is built around pupil interest, ability, and experiential background
- e. the teacher selects a unit of interest to the class and develops it without regard to the subject areas involved

2.1364 The project method emphasizes

- a. individualized instruction
- b. group solution of problems
- c. learning through purposeful activities
- d. greater teacher participation in learning experience
- e. pupil direction of their learning activities

2.1365 Proponents of the progressive education movement favored the . . . . . method of classroom instruction

- a. contract
- b. problem-solving
- c. project
- d. teacher-centered
- e. unit

2.1366 Which of the following is the distinguishing feature of progressive education?

- a. the curricular objectives
- b. the curricular content

- c. the role of the students in the learning process
- d. the effectiveness of the learning it promotes
- e. its adaptability of individual differences in the classroom

2.1367 Which of the following is least characteristic of a unit of the subject-matter curriculum?

- a. It is prepared in advance by an expert familiar with its content.
- b. It is centered in the past culture rather than in the present or future.
- c. It is arranged for the immediate purpose of satisfying the needs of the learner.
- d. It has fixed outcomes generally required uniformly of all learners.
- e. It gives all learners the same contact with the same materials.

2.1368 Progressive education differs from traditional education in that

- a. it allows the child to direct his own education
- b. it allows the child a greater part in selecting the specific experiences through which he is to attain educational goals
- c. it is concerned with pupil adjustment rather than academic growth
- d. it derives its curriculum from the current interests of children
- e. it does not have to rely on incentives and other aspects of external motivation

2.1369 The modern consensus concerning the traditional vs. progressive controversy is that

- a. the pupil-centered approach is best on all major counts
- b. the pupil-centered approach is best for elementary school children only
- c. the relative superiority of the two methods depends entirely upon the effectiveness of the teachers involved
- d. the teacher-centered approach is generally best for the teaching of meaningful (logically organized) material
- e. no one method is best for all situations

2.1370 Which of the following is *not* typically a function served by the classroom teacher under the traditional subject-matter approach to education?

- a. measuring the outcome
- b. presenting the material
- c. promoting student interest
- d. selecting and organizing the content
- e. serving as a consultant

2.1371 In the progressive experience-centered approach, the overall goals of education are set by

- a. the pupils individually
- b. the pupils operating as a group under the direction of the teacher
- c. the classroom teacher
- d. the local administration, i.e., the superintendent and his staff
- e. the curriculum experts at the State Department of Education level

2.1372 In the traditional subject-centered approach, the general curriculum is set by

- a. the pupils individually
- b. the pupils operating as a group under the direction of the teacher
- c. the classroom teacher
- d. the local administration, i.e., the superintendent and his staff
- e. the curriculum experts at the State Department of Education level

2.1373 Which of the following does *not* constitute a valid argument against the traditional (teacher-centered) approach to education?

- a. It does not permit the easy adaptation of the work to individual differences in ability, interest, and experiential background.
- b. It stresses the acquisition of knowledge as an end in itself.
- c. It is particularly ineffective in promoting the learning of isolated facts and skills.
- d. It is oriented toward the attainment of adult goals under adult direction.
- e. It frequently cuts across real-life experiences and promotes the memorization of isolated facts.

2.1374 Research comparing college students from progressive high schools with college students from traditional high schools has shown the former to be

- a. somewhat superior in their knowledge of facts
- b. somewhat lacking in the fundamental skills
- c. somewhat superior in creativity, originality, leadership, and social poise
- d. somewhat less academically competent but better adjusted
- e. approximately on par with the latter on nearly all counts

2.1375 Which of the following is *not* a valid objection to the progressive (pupil-centered) approach to education?

- a. the waste of time in students' selecting, planning, and evaluating an experience
- b. the danger of orienting the curriculum toward unimportant outcomes
- c. the development of gaps in the student's knowledge
- d. the lack of uniformity in the material covered
- e. the need for special teacher competence

2.1376 The basic determinant of a good classroom discussion is

- a. the skill of the chairman
- b. the worthwhileness of the topic from a curricular point of view
- c. the adequacy of the combined information of the members
- d. the unity of purpose and interest of the members of the group in the problem
- e. the objectivity and freedom from emotional involvement of the members in the problem

2.1377 Classroom discussion questions may be considered to have fulfilled their function if they

- a. involve over half the class in actual participation
- b. provide students with practice in effective expression
- c. provoke pertinent and informative discussion
- d. leave the students with "unfinished business" and "unanswered questions"
- e. lead to the thrashing out of conflicting viewpoints

2.1378 The major limitation of the progressive approach to education is likely to be

- a. the difficulty in locating teachers capable of handling it well
- b. the inherent difficulty with ensuring uniformity in materials covered
- c. the inherent difficulty with discipline
- d. the lack of continuity and organization in the experiences
- e. the usurpation of leadership by the more aggressive students

2.1379 Which of the following is *not* characteristic of the experience school?

- a. It allows for pupil participation in the selection of classroom experiences.
- b. It allows for pupil participation in the evaluation of the outcomes of classroom experiences.
- c. It delegates the teacher to a secondary and relatively minor role.
- d. It capitalizes upon student purposes as a means to promote effective learning experiences.
- e. It cuts across subject matter lines and is oriented toward outcomes which are not known in advance.

2.1380 Teachers should acquire a general knowledge of the theories of learning because

- a. consistency from the standpoint of a given theory is essential to effective teaching
- b. it gives them a better perspective of the general nature of learning
- c. it provides them with the basis for labelling educational practices as right or wrong
- d. a theoretical framework is essential for the teacher to investigate and to resolve conflicts in pedagogical procedures
- e. a theoretical framework is essential for the formulation of the specific objectives to be attained through a given learning experience

2.1381 All major contemporary schools of psychology agree that

- a. the consequence of a given response determines whether or not it will be learned
- b. the mind has several powers or faculties
- c. motivation is essential to learning
- d. behavior occurs in response to unsatisfied needs and is oriented toward the attainment of goals designed to satisfy such needs
- e. learning takes place as a result of the interaction of the organism with its environment



2.1382 Modern learning theories are in general agreement on all but one of the following. Which is the controversial statement?

- a. Both situation and response are complex and patterned.
- b. The organism must be motivated in order to learn.
- c. The emphasis should be on the parts rather than on the whole.
- d. Discrimination as well as generalization is an essential aspect of effective learning.
- e. The individual must respond if he is to learn

2.1383 Over the last quarter-century, the psychology of learning has

- a. become more conscious of empirical findings as they apply to the classroom
- b. developed a relatively sound and consistent theoretical framework
- c. made little, if any, progress in resolving fundamental conflicts in viewpoint
- d. shifted in emphasis from educational practice to educational theory
- e. undergone no significant change from the standpoint of classroom practice

2.1384 The weakness of a theory of learning based solely on reinforcement is that

- a. reinforcement given *after* a given response has been completed cannot affect it retroactively
- b. such a multitude of motives and potential satisfiers are always operative that the outcome of reinforcement is relatively unpredictable
- c. it puts learning on a behavioristic and mechanistic basis leaving the individual no part in the decision as to what his behavior will be
- d. it is circular; it defines what will be learned in terms of motives which are themselves learned
- e. it gives motivation too crucial a role to play in determining behavior

2.1385 Which of the following is *not* one of Thorndike's contributions to the field of education and psychology?

- a. the multi-factor theory of intelligence
- b. the laws of learning
- c. the theory of identical elements (in transfer of training)
- d. the development of basic principles and instruments in educational measurements
- e. the theory of retroactive inhibition (in retention and forgetting)

2.1386 The theory of learning based on the establishment through learning of specific neural pathways is known as

- a. conditioning
- b. connectionism
- c. purposivism
- d. dynamism
- e. field theory

2.1387 The School of Connectionism is primarily concerned with

- a. the behavior which results from insight into means-end relationships

- b. the consequences of the response from the standpoint of the motives which initiated and directed it
- c. the end result of motivated behavior
- d. the relationship between a total situation and the behavior which results
- e. the structure or organization of the situation experienced

2.1388 Which of the following psychologists would be most likely to encourage the use of drill as a means of strengthening learning?

- a. Dewey
- b. Guthrie
- c. Lewin
- d. Thorndike
- e. Tolman

2.1389 Which of the following most clearly represents learning through conditioning?

- a. John memorizes his multiplication table because he is afraid his teacher will punish him if he does not.
- b. John studies science because he enjoys tinkering with gadgets.
- c. John learns to like algebra because his teacher is so understanding and likable.
- d. John masters physics because he wants to prove to all that he is no dummy.
- e. John learns arithmetic because he wants to earn the baseball glove his father promised him if he got an A.

2.1390 The strength of an S-R connection can best be gauged by

- a. the vigor of the response
- b. its resistance to extinction
- c. the lowest level of stimulus necessary to elicit its occurrence
- d. the resistance to its occurrence that it will overcome
- e. the valence strength of the incentives toward which it is attracted

2.1391 The field theory of learning places primary emphasis upon

- a. the importance of repetition in learning
- b. the wholeness of the learning process
- c. the wholeness of the situation which the learner must perceive
- d. the purposiveness of all behavior
- e. the crucial role the attainment of one's goals plays in what is learned

2.1392 That the whole situation—rather than the parts—must be considered in the learning process is the fundamental principle of the

- a. associationists
- b. behaviorists
- c. connectionists
- d. functionalists
- e. gestaltists

**2.1393** The organismic concept of learning emphasizes

- a. the cumulative nature of learning
- b. the atomistic approach to learning
- c. the whole-child approach to learning
- d. the importance of good physical health
- e. the organization of subject matter into meaningful wholes

**2.1394** The purposivist believes in

- a. repeated practice in order to develop meaning
- b. the goal-oriented nature of behavior
- c. the compartmentalization of the brain into "faculties"
- d. the development of an S-R bond at full strength on first presentation
- e. the essential nature of conscious intent or purpose in learning

**2.1395** The school of psychology that attributes inner conflicts to the repression of desires which remain submerged in the unconscious is that of

- a. behaviorism
- b. functionalism
- c. gestaltism
- d. hormism
- e. psychoanalysis

**2.1396** The equivalent of "conscience" in Freud's terminology is the

- a. ego
- b. id
- c. libido
- d. superego
- e. unconscious

**2.1397** The theory of learning which emphasizes the interdependence and interaction of the parts within the whole is

- a. dynamism
- b. eclecticism
- c. functionalism
- d. gestaltism
- e. purposivism

**2.1398** Dewey integrates both association and the field theories in terms of

- a. behaviorism
- b. contiguous conditioning
- c. functionalism
- d. connectionism
- e. gestaltism

**2.1399** The theory of learning which emphasizes the use of things is

- a. associationism
- b. behaviorism
- c. eclecticism
- d. functionalism
- e. purposivism

**2.1400** To which of the following theoretical positions relative to learning does the average teacher subscribe?

- a. connectionism
- b. contiguous conditioning
- c. eclecticism
- d. gestaltism
- e. psychoanalysis

**2.1401** In which pair do the two psychologists listed have least in common from the standpoint of the similarity of their contribution to education as a science?

- a. Spearman and Thurstone
- b. Judd and Thorndike
- c. Wesman and Broyler
- d. Wickman and Stouffer
- e. Gesell and Tolman

**2.1402** In his long and famous career, Thorndike made major contributions in varied areas of education and psychology. In which of the following areas is he least well known?

- a. attitudes
- b. intelligence
- c. the process of learning
- d. tests and measurements
- e. transfer of training

**2.1403** Which of the following groups of educational pioneers have exerted the greatest influence upon modern American classroom practices?

- a. Baines, Hobbes, Locke, Mill
- b. Dewey, James, Kilpatrick, Thorndike
- c. Galton, James, Pavlov, Watson
- d. Hall, James, Judd, Thorndike
- e. Herbart, Pestalozzi, Rousseau, Washburne

**2.1404** Which of the following psychologists is most clearly identified with the early development of educational psychology?

- a. Dewey
- b. Judd
- c. Terman
- d. Thorndike
- e. Woodworth

**2.1405** The father of the kindergarten movement was

- a. Froebel
- b. Herbart
- c. Montessori
- d. Rousseau
- e. Washburne

**2.1406** The philosopher whose philosophy has exerted the greatest influence on modern educational thought is

- a. B. H. Bode
- b. John Dewey
- c. Johann F. Herbart
- d. W. H. Kilpatrick
- e. J. J. Rousseau



# Chapter 3

## Educational Tests and Measurements

### A. Measurements in Education

Nature and purpose of pupil appraisal

Characteristics of a good measuring instrument

Item analysis

**Directions:** From the five alternates in each item, make a selection which will *best* and *most adequately* complete the statement or answer the question, as the case may be.

You may check your choice by turning to the answers given at the end of this book.

**3.1** The primary purpose of the school's evaluation program is

- a. to permit more valid grading and reporting
- b. to permit more effective counseling and resolution of pupil problems
- c. to permit greater coordination of the school's efforts in directing the child's growth
- d. to provide the basis for the evaluation of the effectiveness of the school's efforts on behalf of the child
- e. to provide the basis for decisions in the area of promotion and retention

**3.2** According to recent figures, the number of standardized tests administered in schools and colleges of the U.S.A. in a given year is in excess of

- a. 50 thousand
- b. 500 thousand
- c. 5 million
- d. 50 million
- e. 100 million

**3.3** Test data are most validly used in

- a. determining grades
- b. evaluating the effectiveness of instruction
- c. diagnosing pupil difficulty
- d. motivating students to greater effort
- e. orienting instruction and expectations at the level of the child

**3.4** The main purpose of classroom evaluation of academic growth is

- a. to appraise the effectiveness of the teacher
- b. to compare students with national norms
- c. to compare students with local norms
- d. to improve instruction

- e. to measure the extent to which objectives are realized

**3.5** Which of the following is an important *instructional* function of tests?

- a. classification, i.e., promotion and retention
- b. diagnosis
- c. guidance
- d. grading and reporting
- e. prognosis

**3.6** The primary purpose to be served by a school's testing program is that of

- a. helping the teacher in the process of guiding the child's growth toward maximum self-realization
- b. helping the counselor in the process of guiding the student's growth toward maximum self-realization
- c. identifying over- and under-achievers
- d. providing a better understanding of individual children
- e. providing the information necessary for the cumulative record system

**3.7** Which of the following is not a legitimate use of test data?

- a. determining optimal grade placement
- b. evaluating what constitutes adequate growth
- c. serving as the basis for reporting to parents, the administration, and the community
- d. locating areas in need of re-teaching or review
- e. determining teacher effectiveness

**3.8** Which of the following is the least legitimate use of examinations?

- a. research in instructional methods
- b. diagnosis of individual weaknesses
- c. guidance of individual students
- d. maintenance of academic standards
- e. improvement of instruction

**3.9** Which of the following is the most defensible statement about the present status of tests as administrative and supervisory tools?

- a. Tests will have to become more objective and reliable before they can be of real value in administration.
- b. The emphasis on objectivity in testing has deprived tests of real meaning in administration.
- c. There are reasons to believe that, if properly used, tests currently available could largely eliminate the need for subjectivity in supervision.
- d. Tests are one of the many tools and techniques at the disposal of modern administrators.
- e. Tests are of little or no value in appraising the complex situations with which administrators are generally concerned.

**3.10** If only one general school-wide testing program can be carried out during the year for guidance purposes, it should probably come

- a. at the end of the year
- b. at the middle of the year
- c. at the beginning of the year
- d. when it can be fitted into the program with least disruption
- e. any time; one time is as good as another

**3.11** Which of the following is the most acceptable statement of the relationship between testing and teaching?

- a. Teaching is what counts; testing is but a secondary aspect of the process of child growth.
- b. Testing is the important thing; teaching only serves to get the child ready for the test.
- c. Teaching and testing are relatively independent, each can exist without the other.
- d. Teaching and testing are complementary and integral aspects of the same learning process.
- e. Both are important but they have different purposes.

**3.12** The best way of making testing an integral part of the instructional program of the school is

- a. to devise the test first and make the material needed to answer the test available to students
- b. to devise the objectives, the test, and the instruction from the prescribed textbook
- c. to devise both the instruction and the test from the objectives
- d. to make test items directly covering each aspect of the instruction
- e. to use departmental examinations based on the best thinking of the department staff

**3.13** Teachers frequently feel that testing calls for an interruption of their class schedule and thereby detracts rather than adds to their program. Research evidence indicates that superior academic achievement is most likely to result when

- a. the teacher relies on his observations and does not give tests or quizzes

- b. testing is kept down to two or three rather long formal tests per semester
- c. frequent tests and quizzes are given
- d. classroom activities consist primarily of finding the answers to the quiz given the day before
- e. tests are or are not given; it does not seem to make any difference

**3.14** The most significant purpose of the school's pupil-appraisal program is

- a. to "motivate" students to greater effort and progress
- b. to improve the school's instructional program
- c. to provide a basis for counseling with students
- d. to promote pupil self-understanding and self-acceptance
- e. to guide parents and teachers to a better understanding of individual pupils

**3.15** The crucial aspect of the evaluation of school learning is

- a. preparing tests
- b. measuring status
- c. measuring growth
- d. judging adequacy
- e. assigning grades

**3.16** The greatest weakness usually attending the traditional academic testing program is that

- a. it encourages memory work rather than real understanding
- b. it forces the student to study only what will be on the test
- c. it creates emotional disturbances in pupils
- d. it rewards those who deserve it least: the bright who get recognition without effort
- e. it gives the student little understanding of where he stands

**3.17** Which of the following benefits is least to be expected from the informal appraisal of academic achievement?

- a. an appraisal of student readiness for further learning
- b. an appraisal of the effectiveness of teaching
- c. an appraisal of the relative standing of the members of the class
- d. an appraisal of the comparative performance of the class with respect to expected performance
- e. the detection of misinterpretations and gaps in student learning

**3.18** The consensus of modern educators concerning standards of the school is that

- a. all children should be made to meet minimal standards
- b. all children should be retained in a given grade until they have met the standards of that grade
- c. the standards must be adapted to meet the child
- d. the less the emphasis upon standards, the better
- e. standards should be of prime concern to teachers but should not apply to individual students



**3.19** Which of the following is *not* an accurate statement of the status of tests and measurements as an aspect of science?

- a. The level of development of a given branch of science is roughly proportional to the degree to which its measuring techniques have been perfected.
- b. In certain sciences, measurement has been (or can be) made accurate to the degree of eliminating all errors.
- c. Galilean science differs from Aristotelian science in that the former is a science of prediction and control based on measurements while the latter is one of classification and description based on logic.
- d. The precision of measurement in a given science is roughly in inverse proportion to the complexity of its subject matter.
- e. From the standpoint of the precision of its measurements, probably the most advanced science is astronomy.

**3.20** Which of the following is the most accurate statement of the role of testing in modern education?

- a. We can now measure with considerable effectiveness nearly all the desirable outcomes of modern education.
- b. It is relatively safe to conclude that the teacher is best whose pupils make the most rapid academic progress.
- c. Until more objective measures are devised with which to measure the more intangible aspects of personality, teachers should attempt to evaluate only those phases of human growth which can be measured objectively.
- d. With modern advances in test theory and construction, the problem of measurement in the modern school is relatively simple by contrast to what it was in the traditional school.
- e. To date, the least progress for measurement has been made in those aspects of pupil appraisal which modern educators consider most important.

**3.21** Evaluation is distinguished from measurement in that the purpose of the former is

- a. to compare individual performance with national standards
- b. to determine the extent of the relative attainment of the objectives of the school
- c. to determine the extent of the relative attainment of moral and ethical values
- d. to determine the effectiveness of the teacher's teaching
- e. to interpret measured performance in the light of certain criteria of acceptability and adequacy

**3.22** Which of the following effects would having a variety of items in a test have upon its reliability and validity and upon the discrimination of its items?

- a. increase the reliability but decrease the validity
- b. increase the validity of the test and the discrimination of the items

- c. increase the validity of the test but decrease the discrimination of the items
- d. increase the reliability but decrease the discrimination of the items
- e. increase all three: the reliability and the validity of the test and the discrimination of the items

**3.23** In evaluating a test, one might assign, as evidence of their importance, the following weights to validity, reliability, and usability respectively:

- a. one to one to one
- b. four to three to two
- c. four to three to five
- d. five to two to three
- e. five to one to one

**3.24** Which of the following is the least acceptable statement concerning a good classroom test?

- a. Its difficulty should be such that no student gets either a zero or a perfect score.
- b. It should measure what it claims to measure.
- c. In general, all of its items should be positively discriminating.
- d. It should measure ability to think about the content of the subject rather than mere ability to reproduce it.
- e. Whenever validity is important, the test should be restricted to material directly covered in class or in prescribed readings.

**3.25** Which of the following statements concerning test validity and reliability is most accurate?

- a. A test cannot be valid unless it is reliable.
- b. A test cannot be valid unless it is objective.
- c. A test cannot be reliable unless it is valid.
- d. A test cannot be reliable unless it is standardized.
- e. A test cannot be standardized unless it is reliable.

**3.26** A necessary but not a sufficient condition for a test to be valid is that

- a. students of different competence obtain different scores
- b. it measures what it claims to measure
- c. scores it yields agree with acceptable criteria of the function being measured
- d. the scores show a progressive increase with age throughout the developmental period
- e. the scores it yields agree with other tests designed to measure related functions

**3.27** When evaluating a test, which factor is the most important?

- a. Does the test show high scores for students known to be good students?
- b. Does the test yield consistent results?
- c. Is the test of the proper level of difficulty?
- d. Do the items of the test discriminate?
- e. Are the items capable of objective scoring?

**3.28** Which of the following statements concerning test validity is least acceptable?

- a. An evaluation procedure is valid if it reveals what the student will do in a problem-situation similar to the one used in testing.
- b. A test will be somewhat invalid if each topic is not covered in relatively the same proportions as it was in the course.
- c. A test is not valid unless it appraises the behavior changes represented by the objectives the course was designed to promote.
- d. If a student makes the correct response to an item, it shows that he has attained the objective it is testing.
- e. Objectives should be defined in terms of changes in performance to be sought and a valid test evaluates the progress toward them.

**3.29** Which of the following best describes the factor of validity in a test?

- a. accurate measurement of the ability to be appraised.
- b. consistent measurement of whatever ability the test measures
- c. freedom from subjective (chance) factors
- d. internal consistency of the items of the test
- e. standardization of administrative routine

**3.30** To avoid over-weighting the test with respect to certain objectives (and sub-objectives) and minimizing others, the teacher should

- a. make a table of specifications indicating the weights to be assigned each according to its importance
- b. plan the same number of questions on each
- c. plan to have the same number of questions per topic covered in the textbook
- d. plan to have the same number of items for the content covered in each day's lesson
- e. weight numerically in scoring each test item in accordance with the importance of the objective it covers

**3.31** The first step in the construction of a teacher-made test to cover a given course is

- a. analyzing the content of the course
- b. determining the kind of test item to use
- c. determining the emphasis to be placed on each aspect of the course
- d. clarifying the objectives of the course in terms of the behavior changes to be promoted
- e. deciding the rough distribution of grades the test is expected to give

**3.32** The validity of an academic test is best appraised in terms of

- a. its agreement with course objectives
- b. the effectiveness of the learning it promotes
- c. its suitability for the group from the standpoint of difficulty
- d. its alignment with the material presented in class
- e. its overall quality of construction

**3.33** Most teacher-made tests overemphasize facts and underemphasize the other objectives of the course for which they are designed. In technical language they are lacking in

- a. curricular validity
- b. discrimination
- c. empirical validity
- d. internal consistency
- e. reliability

**3.34** Objectives of a given learning experience should be stated in terms of

- a. the minimal essentials all children are to master
- b. the attitudes and values that are to accrue incidentally
- c. the specific behavior changes the experience is designed to promote
- d. the specific methods to be used in their attainment
- e. the specific test procedures by means of which their attainment is to be measured

**3.35** Should a teacher make deductions for misspelled words in an examination in a content subject?

- a. Yes; good spelling is a goal for which all teachers are responsible.
- b. Yes; all errors should result in deductions.
- c. No; such deductions would invalidate the test.
- d. Yes; but only to the extent that spelling is a basic objective of the course.
- e. No answer; it is a matter of personal preference.

**3.36** Deducting marks from a pupil's score in a history test because of poor penmanship would tend

- a. to lower both the validity and the reliability of the test
- b. to lower the validity but have little effect on the reliability of the test
- c. to lower the reliability but have little effect on the validity of the test
- d. to affect neither the validity nor the reliability of the test appreciably, if at all
- e. to have an indeterminate effect on the reliability and the validity depending on the particular situation

**3.37** A pretest given to determine a student's chances of success in a given course can be said to have predictive validity if

- a. it produces scores that agree with teacher judgment
- b. it is oriented toward the objectives of the course
- c. it produces scores that are relatively consistent
- d. it ranks students in essentially the same order as they rank on the final test of the course
- e. it parallels the course from the standpoint of content and emphasis on each aspect

**3.38** The validity of a test is determined by correlating the scores obtained

- a. from two forms of the same test administered to the same group
- b. by administering the same test twice to the same group



- c. on the odd-numbered items and the even-numbered items
- d. on the test with those on an outside criterion
- e. on the test with each child's IQ

3.39 Which of the following statements concerning validity is *not* correct?

- a. To be good a test must be valid for a variety of situations.
- b. A test valid for one class may not be valid for another even though the two classes are using the same outline and the same set of general objectives.
- c. It is possible for survey testing results to be invalid from the point of view of the teacher and yet valid to the superintendent.
- d. The fallibility of the criterion against which a test is validated tends to make for a lower validity coefficient.
- e. Validity in a test implies ability to discriminate between recognizably different levels of the trait being measured.

3.40 Test-wisdom on the part of the testee has its greatest effect upon the.....of a test.

- a. discrimination
- b. optimal administration time
- c. reliability
- d. the relative rankings of the scores
- e. validity

3.41 Reliability in a test refers to

- a. adequacy of standardization
- b. consistency in the results
- c. dependability of the author and publisher
- d. homogeneity in the content of the test
- e. objectivity in administration and scoring

3.42 Which of the following would be the most probable explanation of a pupil getting a 62% on a teacher-made test one day and 80% on a similar test covering the same material a couple days later?

- a. He studied in the interim.
- b. The two tests were not of equal difficulty.
- c. The tests were not reliable.
- d. The tests were not valid.
- e. He was not motivated when he took the first test.

3.43 Which is the best statement of the influence of extraneous factors upon the reliability and validity of a test?

- a. Validity depends upon the absence of constant extraneous factors.
- b. Validity depends upon the absence of variable extraneous factors.
- c. Reliability depends upon the absence of constant extraneous factors.
- d. Validity depends directly upon the absence of constant extraneous factors and indirectly upon the absence of variable extraneous factors.

- e. Reliability depends directly upon the absence of variable extraneous factors and indirectly upon the absence of constant extraneous factors.

3.44 Which of the following would be the most probable explanation of a pupil getting on successive days a raw score of 62 on a test where the class mean was 67 with a standard deviation of 5 and a raw score of 75 on a second test with a class mean of 79 and a standard deviation of 4?

- a. The tests were not reliable.
- b. The tests were not valid.
- c. The motivation of the student changed.
- d. Performance is relative, not absolute.
- e. Errors of scoring frequently occur.

3.45 Which of the following best fits the definition of a "necessary but not sufficient" condition for the validity of a test?

- a. positive correlation with other tests of the same function
- b. correlation with external criteria of the function claimed to be measured
- c. reliability of the test
- d. expert consensus as to the validity of the test
- e. discrimination of testees with respect to the ability being measured

3.46 Which of the following is the least acceptable statement of the relationship between the reliability and validity of a test?

- a. Validity is an aspect of reliability but the reverse statement cannot be made.
- b. Reliability can be increased at the expense of validity.
- c. Most tests have an excess of reliability and a shortage of validity.
- d. Reliability is affected by random errors; validity by constant errors.
- e. A perfectly valid test would automatically have to have perfect reliability.

3.47 Other things being equal, which type of test tends to have the lowest reliability?

- a. completion
- b. essay
- c. matching
- d. simple recall
- e. true-false

3.48 A pupil gets an IQ of 98 on a test with a reliability of .91 and a standard deviation of 20. Chances are two to one that his true score would lie in the interval

- a. 90 to 106
- b. 92 to 104
- c. 94 to 102
- d. 96 to 100
- e. 97 to 99

3.49 Which is the correct statement of the relative adequacy of the three standard methods of calculating test reliability?

- a. Test-retest reliability takes into account variable factors in the test only.
- b. Split-half reliability takes into consideration variable factors inherent in the testing situation only.
- c. Equivalent-form reliability takes into consideration variable factors inherent in the test and the testee only.
- d. In order of their adequacy in taking all factors into consideration, the three methods rank: equivalent-form, test-retest, and split-half.
- e. All three methods are equally adequate, especially when used in connection with speed tests.

3.50 Although primarily devised for estimating the new reliability of tests that have been lengthened, the Spearman-Brown Prophecy formula would also be appropriate

- a. in calculating the validity of a short test
- b. in calculating the increase in the length of a test required in order to bring its reliability to a desired level
- c. in stepping up the reliability of a test obtained by the test-retest method
- d. in calculating the maximum validity a test can have with respect to a perfect criterion
- e. in determining the reliability of each item of a given test separately

3.51 If the correlation between the "odds" and the "evens" of an objective test is .60, the reliability of the whole test is closest to

- a. .60
- b. .75
- c. .85
- d. .90
- e. .95

3.52 Which of the following statements is the most correct with respect to the relative importance of cost as a factor in standardized test selection?

- a. Cost of tests is relatively minor and should generally be ignored.
- b. Cost is generally a good index of the quality of a test and generally one should seek expensive tests.
- c. Cost should be considered only in the event the relative equality in validity and reliability of two tests has been established.
- d. Test costs are a legitimate part of the cost of education and should not be questioned.
- e. Since standardized tests are not essential, expensive tests are hard to justify.

3.53 The ability to discriminate between different recognizable levels of the trait being measured is evidence of the.....of a test.

- a. discrimination
- b. adequacy of standardization
- c. proper calibration of the norms
- d. reliability
- e. validity

3.54 The nature of the distribution of the scores on a given test is a function of

- a. the characteristics of the group being measured
- b. the discrimination of the items
- c. the difficulty of the items in relation to the ability of the group being tested
- d. the discrimination and the difficulty of the items relative to the ability of the group being tested
- e. the nature of the variable being measured

3.55 The usual criterion against which discrimination indices are calculated is

- a. another standardized test in the area of the test item in question
- b. achievement on the test of which the item in question is a part
- c. overall scholarship
- d. scholarship in the area of the test item in question
- e. the teacher's judgment of the relative rank of the student in his class on the ability in question

3.56 If all of the top 40 students out of a class of 150 pass a certain item while only half of the bottom 40 pass it, it would appear that

- a. the discrimination of the item is very good; the difficulty is very high
- b. the discrimination of the item is very good; the difficulty is low
- c. the discrimination of the item is acceptable; the difficulty is too high
- d. the discrimination of the item is acceptable; the item is too easy
- e. the discrimination of the item is poor; the difficulty is too high

3.57 The most important function of item discrimination indices is

- a. to determine the reliability of the test
- b. to determine the validity of the test
- c. to calculate in advance the score to be expected as an average on the test
- d. to point to defective items
- e. to increase the homogeneity of the test

3.58 Which of the following statements concerning testing is *not* true?

- a. The test should measure what it is supposed to measure.
- b. The test should measure consistently whatever it measures.
- c. The test should be of sufficient difficulty that no student gets a perfect score.
- d. The more alike the performance of the students on the test, the better the test.
- e. The test should emphasize ability to think about the material of the course rather than mere ability to reproduce its contents.

3.59 The ideal difficulty of the items of a teacher-made test is such that

- a. every item is passed by approximately 50% of the class
- b. the average student gets 50% of the maximum score possible



- c. the average score for the class is in the neighborhood of 75% of the maximum score possible
- d. few, if any, students get less than 50% of the maximum score possible
- e. a minimum of one or two students get near-perfect scores on the test

**3.60** Most teacher-made tests give a distribution of scores higher than that which is generally recommended by test experts. The most objectionable outcome of such a procedure is that

- a. the quality of the test is lowered by the inclusion of easy items
- b. the quality of the test is lowered by having to concentrate on trivial non-discriminating items while the more important material goes unmeasured and unlearned
- c. the students realize they are going to get acceptable grades no matter how poor their performance
- d. the distribution of the scores is so restricted as to range as to make the grades given unreliable

- e. the bright child is not given the opportunity to display his knowledge

**3.61** A standardized test was given to a high school class and most of the pupils failed it miserably. While any of the following could be the explanation, the most probable cause is

- a. poor teaching methods
- b. sub-normal pupil intelligence
- c. lack of reliability in the test
- d. lack of validity in the test
- e. lack of discrimination in the items

**3.62** As a rough rule, the time limits of a test should be set so that approximately..... percent of the students finish the test in the time allowed.

- a. fifty
- b. sixty-five
- c. eighty
- d. ninety
- e. ninety-eight

## B. Kinds of Tests

Objective and essay tests

Standardized and informal tests

Other classifications

**3.63** An objective test is one

- a. for which definite norms have been established on the basis of which to evaluate student performance objectively
- b. in which teacher judgment in the construction of the test is eliminated
- c. on which equally adequate answers get the same rating
- d. whose items reflect directly upon the objectives of the course
- e. which makes a systematic (valid) coverage of the objectives of the course

**3.64** Which of the following best represents the relative role of essay and objective tests in the school evaluation program?

- a. Essay tests promote better learning and should be used exclusively.
- b. Objective tests are more valid and reliable and should be used exclusively.
- c. Any examination should always include both.
- d. The relative use of one or the other should be decided upon in terms of the particular situation.
- e. Paper-and-pencil tests, whether objective or essay, cannot get at the significant aspects of education.

**3.65** Increasing the objectivity of a test would have its greatest and most direct effect upon

- a. the validity of the test

- b. the reliability of the test
- c. the discrimination of the items
- d. the difficulty of the items
- e. the interpretation of the results of the test

**3.66** For the measurement of which of the following outcomes is the common objective test least adequate?

- a. applications
- b. organization
- c. recall
- d. recognition
- e. understanding

**3.67** The greatest advantage of short-answer tests is

- a. the ease with which the test items can be constructed
- b. the ease and accuracy with which such tests can be standardized
- c. the ease with which the test results can be interpreted
- d. the high validity of such tests
- e. the wide sampling of the subject matter of the course

3.68 Which of the following statements is the most acceptable regarding the relative superiority of the objective-and essay-type test?

- a. The essay-type is definitely superior in most classroom situations.
- b. The objective-type is definitely superior for the purposes for which teachers use tests.
- c. Neither has inherent superiority.
- d. The research and theory on this point is conflicting.
- e. The word "superiority" as used in this context, needs to be defined.

3.69 The chief "selling point" of the essay examination is its

- a. ability to measure skill in summarizing and organizing
- b. total economy of the teacher's time
- c. high reliability
- d. high validity
- e. high diagnostic value

3.70 Studies made by Starch and Elliott showed that high school teachers were satisfactorily consistent in grading written examinations in

- a. English
- b. general science
- c. mathematics
- d. history
- e. none of the above

3.71 Which of the following constitutes the least proper and effective use of the essay examination? In appraising ability

- a. to organize material
- b. to relate one aspect of learning to another
- c. to evaluate hypotheses in terms of their implications
- d. to apply principles and generalizations
- e. to recognize names, terms, and facts

3.72 Which of the following statements most adequately accounts for the usual low validity of the essay test?

- a. It is not related to the objectives of the course.
- b. It includes factors not pertinent to the material to be tested.
- c. It stresses verbal fluency.
- d. It does not cover enough material to permit high reliability and validity.
- e. Its scoring involves too much subjectivity.

3.73 Which of the following is the greatest weakness of the essay-type examination from the standpoint of usability?

- a. It does not test all that it purports to test.
- b. It requires a great deal of time to grade.
- c. This type of test is time-consuming in preparation.
- d. The grading is subjective.
- e. The students spend too much of their time in writing instead of thinking and organizing.

3.74 The most advantageous aspect of the essay-type examination is

- a. its high reliability
- b. its high validity
- c. its inherent emotional appeal
- d. the kind and quantity of studying that it promotes
- e. the total economy of teacher time which it requires

3.75 Which of the following is the most acceptable rule for the scoring of essay examinations?

- a. Evaluate a response in terms of what you know of the child who wrote it.
- b. Always deduct marks for misspellings and grammatical errors on the test.
- c. Evaluate the response to each question in terms of content, organization, and mechanics, each equally weighted.
- d. Score all of a child's paper before going on to the next child's.
- e. Score each of the questions with reference to a model which you have prepared.

3.76 Standardized tests can never completely replace informal teacher-made tests because

- a. they lack validity
- b. they are not reliable
- c. they provide no basis for the interpretation of the results
- d. they are too expensive in the quantity needed
- e. they call for special training in administration and scoring

3.77 The best criterion of the validity of a standardized test is

- a. the adequacy of the norm population
- b. the appropriateness of the norms
- c. the appropriateness of the content in relation to the specific local objectives
- d. the correlation of the scores it yields with grades on teacher-made tests
- e. the physical features and ease of administration and scoring

3.78 The chief advantage of teacher-made tests over standardized tests is that the former

- a. provide a better basis for the interpretation of pupil performance
- b. are less expensive
- c. are more valid in terms of the local situation
- d. have more meaningful norms
- e. can be made as easy or as hard as desired

3.79 Which of the following is *not* considered good practice in grading essay examination papers?

- a. marking one item on all papers before marking any of the papers on the next item
- b. outlining the general content of an adequate answer
- c. sorting papers into 3 to 5 rough piles according to a quick inspection of the quality of the overall paper
- d. sorting papers into 3 to 5 rough piles according to a quick inspection of the quality of the answer to each question



- e. encouraging students not to put their names on their papers where it might influence the scoring

3.80 Which of the following are the lowest and the highest levels of knowledge respectively?

- a. recognition and recall
- b. recall and application
- c. recall and interpretation
- d. recognition and application
- e. interpretation and application

3.81 Which of the following is a basic point of distinction between teacher-made and standardized tests?

- a. The latter is objectively scored.
- b. The latter is of superior quality.
- c. The items of the latter are more discriminating.
- d. The former is oriented toward more specific objectives.
- e. The former is usually of the essay variety.

3.82 The chief point of distinction between teacher-made and standardized tests lies in the area of

- a. objectivity
- b. norms
- c. marketability
- d. overall quality
- e. sampling

3.83 If you wanted an over-all picture of a student's knowledge of a particular grade level, which of the following would be most appropriate?

- a. a diagnostic test
- b. a prognostic test
- c. survey tests in the fundamentals
- d. a standardized achievement test battery
- e. a group of teacher-made essay-type tests

3.84 The major purpose to be served by standardizing a test is

- a. to make scoring more objective
- b. to improve the quality of the items through analysis of their discrimination and difficulty
- c. to improve the test's marketability
- d. to provide the basis for the interpretation of performance
- e. to provide the basis for comparing educational proficiency in various regional areas

3.85 When administering a standardized test, one should usually read the directions to the pupils from the manual verbatim because

- a. any deviation from this procedure will tend to invalidate comparisons with the test norms
- b. the teacher's explanation may actually confuse the students
- c. the author has chosen the best possible wording for the directions
- d. it is easier to read the directions than to compose new ones extemporaneously

- e. the pupils are more likely to understand the author's directions

3.86 Norms represent

- a. acceptable performance for a given age or grade
- b. actual performance for a given age or grade
- c. minimum acceptable performance for a given age or grade
- d. average goals to be attained by each class by a certain grade or age
- e. goals to be attained by each child by a certain grade or age

3.87 To which of the following does each of the items below most clearly pertain?

- a. standardized tests as a general class
- b. informal teacher-made tests
- c. diagnostic tests
- d. prognostic tests
- e. none of the above necessarily
  1. identification of pupil weakness
  2. basis for grades and report card
  3. estimation of likely success in college
  4. determination of class status by comparison to national standards
  5. determination of effectiveness of teaching
  6. arrangement of items in order of difficulty
  7. directions for administering
  8. availability of norms

3.88 The major purpose of a diagnostic test is that of identifying

- a. general areas of weakness in class performance
- b. pupils who are most likely to succeed
- c. the specific nature of pupil difficulties
- d. the causes underlying academic difficulties
- e. the specific nature of the remedial program needed

3.89 A diagnostic test differs from a survey test in that

- a. it includes more significant items
- b. it involves separate standardization of the subparts
- c. it is generally more difficult
- d. it is more comprehensive and detailed
- e. it is more carefully scaled in terms of increasing difficulty

3.90 The basic purpose of the school's program of diagnosis is

- a. to determine individual pupil weakness
- b. to determine areas of classroom weakness
- c. to improve instruction
- d. to prevent the recurrence of errors
- e. to provide a sound basis for remedial instruction

3.91 A readiness test is most correctly classified as a/an.....test

- a. achievement
- b. aptitude
- c. diagnostic
- d. prognostic
- e. survey

**3.92** A prognostic test differs from an aptitude test in that

- a. the basis of the former is more psychologically complex and less factorially pure
- b. the former is always based on probability
- c. the former is designed to predict success in the more immediate future
- d. the former involves no assumption as to the native aspect of the readiness involved
- e. the latter is more accurate

**3.93** A test whose items are arranged in order of difficulty is said to be

- a. diagnostic
- b. discriminating
- c. objective
- d. reliable
- e. scaled

**3.94** A rate test is one

- a. that consists of a combination of objective-type items
- b. whose items are scaled in order of difficulty
- c. that consists of items of approximately equal difficulty that is administered with somewhat less than adequate time limits
- d. that has separate time limits for each subsection of the test
- e. that consists of self-contained sections so that the full score can be obtained by prorating the testee's performance during the time allowed

**3.95** Which of the following would be most clearly classified as a performance test?

- a. a standardized test of academic performance
- b. a non-language test of intelligence
- c. a test of mechanical know-how
- d. a test of knowledge in physical education
- e. a test of competence in a vocational skill, e.g., typing

**3.96** The rating scale would most likely be used in the evaluation of

- a. achievement
- b. aptitudes
- c. intelligence
- d. personality
- e. reading readiness

**3.97** Which of the following statements best expresses the status of oral examinations as part of the modern school's testing program?

- a. They constitute one of the most psychologically and pedagogically sound approaches to evaluation.
- b. They are particularly useful for diagnostic purposes.
- c. Their use is largely restricted to informal testing as part of the recitation.
- d. They measure certain aspects of evaluation not covered by other means and should always be included as part of the school's formal academic achievement testing program.
- e. They tend to be adequate from the standpoint of validity but lacking in reliability.

**3.98** A teacher has just administered and graded an informal objective-type quiz. His next move should probably be

- a. to check the performance of the class against an outside criterion as evidence of its validity
- b. to convert student performance into a percentage of maximum possible as the basis for giving out grades
- c. to identify the items on which students did poorly as a basis for eliminating such items
- d. to note the areas of weakness on the part of the class and of individual students
- e. to review the test with the class and then to proceed with the next unit

## C. Classroom Use of Tests

Interpretation of test results  
Construction of informal tests  
Grading and reporting  
Standardized instruments  
Descriptive statistics

**3.99** A student obtained a score of 72 on a test. This means that

- a. he has exceeded in performance 72% of his fellow-students
- b. he answered correctly 72% of the items on the test
- c. he answered 72 items on the test
- d. he ranked 72nd in the class
- e. he obtained a raw score of 72 — and little else

**3.100** The ultimate value of any given instrument of measurement lies in

- a. its reliability

- b. the interpretability of its outcomes
- c. its validity
- d. the equality of its units
- e. the diagnostic nature of the scores it yields

**3.101** A score on a test is best interpreted as

- a. a point on a scale with equal units
- b. the true measure of the individual's position on the scale being measured
- c. the midpoint of a band within which the individual's level of proficiency is likely to be located
- d. an approximation to the individual's position



- e. a distance on a scale from zero to the maximum number of points on the test

3.102 The raw scores obtained from the usual classroom achievement test belong in the category of

- a. absolute ordinal numbers
- b. absolute cardinal numbers
- c. displaced cardinal series
- d. displaced ordinal series
- e. derived scores

3.103 The EA, the IQ, and the AQ are examples of

- a. absolute cardinal numbers
- b. derived scores
- c. raw scores
- d. standard scores
- e. weighted scores

3.104 The percentile rank of a given score deals with the percent of the cases of a distribution . . . . . the given score.

- a. at or above
- b. above
- c. at
- d. below
- e. at or below

3.105  $Q_1$  is to the 25th percentile as the median is to

- a. the 40th percentile
- b. the 50th percentile
- c. the 60th percentile
- d. the 75th percentile
- e. none of the above

3.106 A student ranks at the 60th percentile on a test in algebra. This means that

- a. he has passed 60% of the items on the test
- b. he has surpassed in performance only 40% of his classmates
- c. he has answered correctly 60 items on the test
- d. he is slightly above average in performance
- e. he has a raw score of 60 on the test

3.107 The distance in raw score between . . . . . is always equal to the distance (also in raw score) between . . . . .

- a. a Z-score of 45 and a Z-score of 55; Z-scores of 30 and 40
- b. the 45th percentile and the 55th percentile;  $P_{30}$  and  $P_{40}$
- c. Z-scores of 45 and 55;  $P_{45}$  and  $P_{55}$
- d. Z-scores of 45 and 55; raw scores of 45 and 55
- e.  $P_{45}$  and  $P_{55}$ ; raw scores of 45 and 55

3.108 Which of the following measures represents the highest degree of relative performance?

- a. a percentile rank of 75
- b. a Z-score of 72
- c. a z-score of .5

- d. a raw score of 89% of maximum on the test
- e. a stanine score of 5

3.109 A pupil obtains a raw score of 82 on a test with a mean of 100 and a standard deviation of 12. His score corresponds to a Z-score of

- a. 18
- b. 35
- c. 50
- d. 65
- e. 82

3.110 The grade equivalent of a score of 42 on a certain test is 6.0. This means that

- a. beginning sixth graders in the standardization group answered 42% of the items correctly
- b. the average score for all sixth graders in the standardization group was 42
- c. no beginning sixth grader scored more than 42
- d. the median score of beginning sixth graders in the standardization group was 42
- e. any pupil scoring 42 should be in the sixth grade

3.111 Which of the following statements represents the correct relationship between the EQ, the IQ, and the AQ?

- a. The IQ is proportional to the AQ and inversely proportional to the EQ.
- b. The IQ is proportional to the EQ but independent of the AQ.
- c. The AQ is the ratio of the EQ to the IQ.
- d. The EQ is the geometric mean of the IQ and the AQ; i.e.,  $IQ:EQ = EQ:AQ$ .
- e. The three measures reflect different aspects of pupil growth and are never numerically equal (except by chance), proportional, or otherwise related.

3.112 Generally, a gifted child's

- a. EQ is less than his AQ
- b. EQ is greater than his IQ
- c. AQ is less than his IQ
- d. EQ and AQ are both greater than 100
- e. EQ and AQ are both less than 100

3.113 The following items are based on the data below:

Pupil	CA	MA	Rdg. Age
A	12-9	17-3	15-4
B	11-8	15-3	15-3
C	12-2	13-11	15-8
D	12-1	14-1	15-1
E	12-0	12-0	12-0

Which of the above pupils is

1. most educationally advanced in reading
2. brightest
3. most accelerated over his age-mates in reading
4. most intellectually mature
5. most accelerated with respect to his ability
6. most normal or average
7. most clearly an underachiever with respect to reading

3.114 Which of the following is *not* characteristic of overachievers?

- a. a conscientious, plodding attitude toward school-work
- b. greater breadth of interests and greater intellectual versatility than other students
- c. more purposefulness and directness in their aims than other students
- d. in many cases, a definite attempt to select courses in which they can get "easy" grades
- e. willingness to "cater" to teachers

3.115 A child whose CA is 10-0 has a mental age of 8-0 and an educational age of 9-0. His achievement quotient is approximately

- a. 80
- b. 89
- c. 100
- d. 113
- e. 125

3.116 Diagnostic and remedial work is likely to be most profitable for pupils of low

- a. AQ
- b. EA
- c. EQ
- d. IQ
- e. MA

3.117 Which of the following would constitute a violation of the principles of test construction?

- a. Arrangement of the items on the page should be made in terms of convenience in scoring.
- b. In making multiple-choice items, the distractors should be made purposely attractive and plausible.
- c. In making true-false items, a relatively equal number of true and of false items should be included.
- d. The items should measure only what is specifically contained in the text or lectures.
- e. The items should test ability to think about the content of the course.

3.118 Probably the best advice relative to test construction to be given to a beginning teacher is:

- a. Build up a file of evaluative material.
- b. Eliminate items that have discrimination of less than two to one.
- c. Give stiff examinations as a means of promoting scholarship.
- d. Have all items of approximately 50% difficulty.
- e. Make each test partially subjective in order to provide the flexibility necessary to adjust grades to individual differences in ability.

3.119 Experts recommend a variety of instruments and techniques of evaluation on the grounds that

- a. it allows the teacher to use a correspondingly greater variety of teaching methods
- b. it makes for greater objectivity in scoring

- c. it gives a wider range of scores and permits better grading
- d. it yields greater reliability
- e. the measurement of the different objectives of instruction call for different approaches

3.120 To which of the following types of test items do the items listed below most clearly pertain?

- a. essay
- b. completion
- c. multiple choice
- d. matching
- e. true-false
  - 1. measures organizational ability
  - 2. measures ability to recall facts
  - 3. is best for the quick testing of a number of associations
  - 4. is the most subjective of the objective type
  - 5. is most time-consuming in scoring
  - 6. is susceptible to lifting statements out of context in constructing
  - 7. is most difficult to construct
  - 8. stimulates the use of superior study methods (in preparation)
  - 9. is of least help in the diagnosis of pupil difficulties
  - 10. is most susceptible to the halo effect
  - 11. is most susceptible to response set
  - 12. requires the use of the correction-for-guessing formula in scoring
  - 13. allows the same alternative to be used more than once
  - 14. permits guessing
  - 15. measures facts almost exclusively
  - 16. permits wide sampling
  - 17. is best for detecting misconceptions
  - 18. is hardest to grade
  - 19. is best for measuring discriminations and understandings
  - 20. is weakest in reliability
  - 21. is best for measuring association among terms and their definitions

3.121 Which of the following is the best true-false item?

- a. Shakespeare wrote *Hamlet* and *Les Miserables*.
- b. Shakespeare did not write *Hamlet*.
- c. Dewey received a large number of votes in the 1948 presidential election.
- d. Always end a sentence by a period.
- e. In the early schools of America, examinations were given orally.

3.122 The most important advantage of the true-false test is

- a. its elimination of guessing through correction
- b. its wide sampling
- c. the validity of the items
- d. its high diagnostic value
- e. its ease of construction

3.123 Which of the following is in agreement with accepted rules for the construction of true-false tests?

- a. The best way to construct true-false items is to copy statements verbatim from the text.



- b. It is generally advisable to restrict the use of the true-false test item to situations where other types of items are not applicable.
- c. In constructing a true-false test, it might be well to decide the sequence of true and false statements on a chance basis.
- d. In constructing a true-false test, more true than false items should be used in order to minimize the negative suggestion effects of false statements.
- e. The validity of the true-false item is best improved through having students correct the wrong statements.

**3.124** The general consensus concerning the use of the correction formula in scoring true-false tests is that

- a. it results in considerable increase in the validity and reliability of the test
- b. it cannot be justified on the basis of probability or other forms of logic
- c. it introduces a factor of personality differences which tends to invalidate the scores obtained
- d. it promotes habits of careful thinking and of cautious response
- e. it increases scoring time and labor well in excess of the slight benefits to be derived thereby

**3.125** The most desirable number of stimulus and response alternatives to place in a matching exercise is approximately.....and..... respectively.

- a. 4; 8
- b. 7; 11
- c. 10; 10
- d. 10; 15
- e. 20; 25

**3.126** An important weakness of the matching test stems directly from the inexcusable failure on the part of test constructors

- a. to measure anything but vocabulary
- b. to give due recognition to the higher mental processes
- c. to avoid giving students unnecessary cues
- d. to make all alternatives plausible for all stimuli
- e. to measure recall (as opposed to recognition) of subject matter

**3.127** The chief objection to the simple-recall test is that

- a. it is impossible to machine-score
- b. it is somewhat lacking in objectivity
- c. it does not permit easy handling of the guessing problem
- d. it places a premium on intelligence, the proper mental set, and facility with vocabulary
- e. its use is restricted almost entirely to the testing of specific facts

**3.128** One of the most frequent pitfalls in the use of completion-type items is the tendency

- a. to require too much recall
- b. to ask questions answerable in several different ways
- c. to permit guessing

- d. to permit subjectivity in scoring
- e. to restrict the test to the measurement of facts

**3.129** Which of the following would least qualify as a weakness inherent in the completion test?

- a. It is not completely objective in scoring.
- b. It encourages rote memory.
- c. Its use is essentially restricted to the appraisal of the knowledge of facts.
- d. It is highly susceptible to the element of guessing and bluffing.
- e. It frequently involves ambiguities as to the answer expected.

**3.130** Item for item, which of the following tends to be the best from the standpoint of validity, reliability, and usability for a course in educational psychology?

- a. completion
- b. matching
- c. multiple-choice
- d. simple-recall
- e. true-false

**3.131** An important advantage of the multiple choice type test is

- a. its wide sampling
- b. its ease of construction
- c. its adaptability to the measurement of appreciation and discrimination
- d. its requirement of organization by pupils
- e. its emphasis upon recall rather than recognition

**3.132** Of the following, the least appropriate use of the multiple-choice test is in connection with the measurement of

- a. the understanding of principles
- b. insight into cause-effect relationships
- c. the ability to discriminate among alternatives of varying degrees of acceptability
- d. the knowledge of basic facts
- e. the ability to apply knowledge

**3.133** Which of the following is the best multiple-choice item?

- a. The capital of the United States of America is (1) Boston, (2) Chicago, (3) New York, (4) Philadelphia, (5) Washington.
- b. The "foreign" car made in Germany is (a) the Volkswagen, (b) the Peugeot, (c) the Anglia, (d) the Volvo, (e) the Simca.
- c. The horticulturist would classify the lady's slipper as an (a) carnation, (b) chrysanthemum, (c) gardenia, (d) orchid, (e) tulip.
- d. The greatest single contributor to college success is (a) intelligence, (b) motivation, (c) experience, (d) health, (e) reading ability.
- e. The best advice a student can get is (a) to plan his study according to a schedule, (b) careful reading of required readings, (c) taking systematic notes of the material covered, (d) in connection with punctuality and promptness, (e) keep up to date.

3.134 An important disadvantage of the multiple choice type test is

- a. its lack of objectivity
- b. its low reliability
- c. its narrowness of sampling
- d. its difficulty of construction
- e. its susceptibility to guessing

3.135 Which of the following is not an acceptable principle for the administration of teacher-made tests?

- a. The difficulty of the directions of a test should be kept to a minimum in tests not designed to measure linguistic comprehension.
- b. Each section of the test should have specific directions as to what the student is to do.
- c. The room in which the test is given should be free from distraction.
- d. No deviations from standardized testing procedures should be allowed regardless of the purpose of the test.
- e. Students should not be allowed to come up individually and ask the examiner questions as to the interpretation of the directions or the items of the test.

3.136 The scoring formula to use in order to compensate for the factor of guessing on a multiple-choice test with four choices for each item is

- a.  $S = R - W$
- b.  $S = R - W/2$
- c.  $S = R - W/3$
- d.  $S = R - W/4$
- e. none of the above

3.137 Students frequently "black out" on an examination often being unable to recall even the simplest thing they knew so well. This is probably due to

- a. a sense of unpreparedness and inadequacy
- b. conditioning due to past failures
- c. repression (a mild form of amnesia)
- d. a mild physiological (chemical) upset
- e. retroactive inhibition

3.138 A grade should be considered primarily as

- a. an absolute measure of achievement
- b. a relative measure of achievement
- c. an index of the student's knowledge of the course
- d. the teacher's evaluation of the child's performance in the course
- e. an estimate of his performance with respect to the instruments and techniques used

3.139 An effective marking and reporting system should probably minimize

- a. the pupil's present status
- b. the pupil's progress
- c. the pupil's status relative to his ability
- d. the pupil's status relative to the class
- e. the pupil's progress relative to his ability

3.140 The greatest single purpose served by grades in school is

- a. to reflect present educational status
- b. to reflect intelligence
- c. to reflect later potential achievement
- d. to determine promotion and retention
- e. to serve as the basis for administrative reports

3.141 Which of the following statements concerning grading is most acceptable?

- a. Whenever students are graded "on the curve", it follows that a certain percentage of them must fail.
- b. Raising the passing mark from a D to a C is an effective way of raising the standards of the school.
- c. It is easier to defend the present letter grade system of grading on the basis of their administrative value than on the basis of their instructional value.
- d. The most meaningful form of reporting test results is in the percentage of correct responses out of the maximum possible.
- e. Grades on the report card should be based on standardized achievement tests wherever possible rather than on less valid teacher-made tests.

3.142 Grades, as part of the school's evaluative program,

- a. are an indispensable aspect of this program
- b. are very often harmful to all but the dull
- c. are an effective means for combating underachievement
- d. must be based on an absolute scale if they are to avoid unfairness
- e. are more easily justified in high school and college than in the elementary school

3.143 Whenever grading involves measurement on a displaced cardinal series there can be

- a. no more than 10% A's given
- b. no grading other than grading "on the curve"
- c. no departure from predetermined percentages of each grade
- d. no adjustment made for relating performance to ability to perform
- e. no basis for failing students

3.144 "Relative" grading means grading in relation to

- a. an absolute standard
- b. the performance of the group
- c. the student's own past performance
- d. subjective expectations of what constitutes adequate performance
- e. what constitutes a perfect answer

3.145 From the standpoint of currently accepted principles of reporting pupil progress to parents, the high school lags behind the elementary school. The main reason for this appears to be

- a. the larger number of teachers the high school student has



- b. the larger number of students the high school teacher has
- c. the greater maturity of the high school student and the lesser need for close supervision
- d. the decreased interest and understanding on the part of parents as to what the school is trying to do
- e. the greater competitiveness and emphasis upon standards of the high school

3.146 Probably the most psychologically sound method of reporting to parents, especially in the elementary school, is

- a. the report card
- b. the form letter
- c. the personal letter
- d. the conference
- e. the home visitation

3.147 For a critical evaluation of current standardized educational and psychological tests consult

- a. current textbooks on tests and measurements
- b. the Encyclopedia of Educational Research
- c. the Education Index
- d. the manuals of the tests involved
- e. the Mental Measurement yearbooks

3.148 Educators generally favor the use of group tests over individual tests of intelligence principally because group tests

- a. cover a wider range of abilities
- b. generally have a more adequate set of norms
- c. parallel more closely the academic material of the school
- d. permit a substantial saving in time and cost
- e. require less direction and permit a closer observation of the testees

3.149 With whom of the following are the items below associated?

- a. Binet
- b. Spearman
- c. Terman
- d. Thorndike
- e. none of the above

1. judgment as the essential factor in intelligence
2. the concept of altitude, area, speed, etc. as attributes of intelligence
3. the concept of MA
4. the concept of IQ
5. emphasis on abstract reasoning as the criterion of intelligence at the higher levels
6. inductive and deductive reasoning as distinguishable factors in intelligence
7. the achievement quotient
8. the two-factor theory of intelligence
9. the C.A.V.D. test of intelligence
10. a co-twin study of the constancy of the IQ

3.150 Identify the characteristics listed below with the following tests of intelligence

- a. California Test of Mental Maturity

- b. Kuhlmann-Anderson Group Test of Intelligence
- c. Revised Stanford Binet scales (1937, 1960)
- d. Wechsler Intelligence scales (1939, 1946, 1941, 1955)
- e. none of the above

1. is the most widely used individual intelligence test at the adult level
2. uses the Heinis Personal Constant
3. is an age scale
4. uses the median of the subtests to calculate the IQ
5. is designed for illiterates and foreigners with language problems
6. has the best norms of all tests of intelligence
7. was the first group test of intelligence devised
8. has both a long and a short form

3.151 Arranged in order from greatest to least reliability, our present instruments of measurement are

- a. achievement, intelligence, personality
- b. achievement, interest, personality
- c. intelligence, achievement, personality
- d. personality, achievement, intelligence
- e. none of the above is correct

3.152 Which of the following is *not* a point of distinction between the Revised Stanford-Binet and the Wechsler scales?

- a. The former has all its items arranged in a single scale of increasing difficulty.
- b. The former provides but one IQ.
- c. The former is an age scale; the latter a point scale.
- d. the former incorporates a wide variety of tasks to be performed.
- e. The latter takes into consideration the testee's actual chronological age in the case of adults.

3.153 The first introduction of the Binet-type test in America is associated with

- a. C - l
- b. G - d
- c. O - s
- d. T - e
- e. T - n

3.154 The first group intelligence tests to be widely used were developed in

- a. America
- b. Belgium
- c. England
- d. France
- e. Germany

3.155 The construction and validation of an aptitude test is generally conducted on the basis of

- a. case studies
- b. factor analysis
- c. job analysis
- d. foreman ratings
- e. personnel selection

3.156 The primary purpose for which aptitude tests have been devised is

- a. to measure ability
- b. to measure proficiency
- c. to measure potentiality
- d. to measure future level of proficiency
- e. to predict the degree of one's success in a given field

3.157 Factor analysis attempts

- a. to analyze the causes underlying performance
- b. to determine the influence of mental factors upon personality
- c. to determine the composition of human nature
- d. to determine the causes of human behavior
- e. to account for differences in performance on the basis of a relatively small number of underlying traits

3.158 Which of the following best explains the development of the particular interest pattern displayed by any one individual adult?

- a. It develops instinctively.
- b. It is an outgrowth of one's special aptitudes.
- c. It appears to be an outgrowth of the total personality.
- d. It is a product of environmental opportunities (including chance).
- e. It arises out of reinforcement of preliminary contacts with some related activity.

3.159 Which of the following assumptions underlying the relationship of aptitudes and interests appears most valid?

- a. If a person has interest in a given vocation, it can be assumed he has the aptitude necessary to be successful in that occupation.
- b. If a person has a high interest in a given field, he can develop whatever aptitude the field calls for.
- c. If a person has sufficient aptitude in a given field, he can develop the necessary interest.
- d. There is only a slight agreement between interest and aptitude.
- e. Interest and aptitude are separate and independent aspects of the personality.

3.160 The "inventory" is used primarily to evaluate

- a. intellectual and academic growth
- b. intelligence and special aptitudes
- c. physical and motor development
- d. interests and personality adjustment
- e. sociological and sociometric status

3.161 How can the potential test user judge the quality of a standardized instrument?

- a. by the frequency with which it is used, i.e., its sales
- b. only through reference to Buross' Mental Measurement yearbooks
- c. by careful study of the test itself and its manual
- d. by reference to articles in professional journals in which it was used as a research tool
- e. by careful study of publisher's circulars

3.162 The most serious limitation of personality inventory is that

- a. authorities do not agree on the definition of personality
- b. it does not measure habitual behavior
- c. individuals with good personality do not take tests
- d. behavior does not always coincide with verbal expression
- e. it is difficult to avoid ambiguity in the phrasing of items

3.163 Which of the following statements best describes the validity of current instruments designed to appraise personality adjustment?

- a. The various instruments yield essentially equally valid appraisals of personality.
- b. All such instruments yield satisfactory results provided the testee does not deliberately falsify his responses.
- c. Self-rating devices yield more valid results than do projective techniques and ratings by outside observers.
- d. Structured personality inventories are easier to interpret but are generally less valid than instruments that are essentially unstructured.
- e. None of these instruments yields completely satisfactory results.

3.164 The validity of a rating refers to

- a. the agreement of ratings with more objective methods of appraisal
- b. the agreement of the ratings given by two different observers
- c. the consistency of the ratings given by a given rater
- d. the stability of the ratings given individual members of a given group
- e. the general dependability of the ratings

3.165 The academic achievement test is designed

- a. to measure personality traits that make for effective use of one's ability, e.g., motivation
- b. to identify the type of activities the individual has a tendency to select
- c. to estimate the student's capacity to profit from academic instruction
- d. to appraise the present academic ability of the student
- e. to estimate the student's academic performance in the future

3.166 An advantage of the battery-type tests of general achievement is

- a. their specific diagnostic content
- b. their gap-free coverage of the whole field
- c. their wide sampling in specific subjects
- d. the similarity of the questions in the various sections
- e. the comparability of their norms

3.167 The Cooperative Test Division of Educational Testing Service publishes mainly

- a. achievement tests for elementary school



- b. achievement tests for secondary schools and colleges
- c. admissions and scholarship examinations for college entrance
- d. intelligence tests
- e. vocational aptitude and industrial selection tests

3.168 Statistics is a tool by means of which we can

- a. calculate the probability of the occurrence of events
- b. predict the occurrence of phenomena
- c. estimate the extent of bias in statistical data
- d. synthesize masses of quantitative data
- e. convert qualitative data into appropriate numerical values

3.169 Because a test was too hard for a class, each student's score is increased by a factor of 1.25. Which of the following would *not* be affected by the bonus?

- a. the class mean
- b. the class median
- c. the range of scores in the class
- d. the class standard deviation
- e. the correlation of the grades and IQ's of the students of the class

3.170 The measure of central tendency to avoid if, for any reason, one wishes to avoid the influence of extreme scores is

- a. the mean
- b. the median
- c. the mode
- d. the quartile
- e. the standard deviation

3.171 The greatest weakness of the range as a measure of variability is

- a. its complicated computation
- b. its difficulty of interpretation
- c. its extreme instability
- d. its violation of the rules of mathematics
- e. its lack of independence of the distribution of the variable involved

3.172 The *variance* is best thought of as

- a. a term essentially synonymous with *variate* or *variable*
- b. an important source of variability
- c. the square of the standard deviation
- d. the average variability of the scores of a given distribution
- e. a technique for appraising the homogeneity of the scores of a distribution

3.173 The standard deviation is best thought of as

- a. a measure of the degree of relationship between two variables
- b. a standard or average error of the items in tabulated data
- c. the midpoint of the 16th and the 84th percentile
- d. the square root of the mean of the squares of the deviations about the mean

- e. a measure used to specify half the spread of the middle 50% of the cases of a given distribution

3.174 Statisticians consider which of the following as the best all-around measure of variability?

- a. the range
- b. the average deviation
- c. the quartile deviation
- d. the standard deviation
- e. the  $P_1$  to  $P_{99}$  range

3.175 When a distribution of achievement test scores is positively skewed, one might infer that the test was

- a. too easy
- b. too hard
- c. unreliable
- d. poorly standardized
- e. incorrectly administered

3.176 The variables in which of the following pairs of alternatives were most likely to have been negatively correlated in the average classroom of the 1920's?

- a. grades and IQ
- b. grades and MA
- c. MA and CA
- d. MA and IQ
- e. CA and IQ

3.177 The statistical concept of correlation expresses

- a. a direct cause-effect relationship
- b. predictability in the individual case
- c. predictability as a group phenomenon
- d. the relative absence of extraneous factors
- e. the composite mathematical relationship among multiple variables

3.178 A coefficient of correlation of +1.00 between two series of scores means that

- a. no relation exists between the two measures
- b. only a slight correlation exists
- c. if one set of scores were to be ranked in order of size, the other set of scores would automatically also be arranged in order of size
- d. those who did best on one measure did poorest on the other
- e. of those who did best on the first test, one out of every two also did best on the second test

3.179 A coefficient of correlation of zero (.00) between two variables implies

- a. a high level of negative correlation between the two variables
- b. a higher degree of relationship than that expressed by a coefficient of  $-.25$
- c. independence between the two variables
- d. an unknown degree of relationship between the two variables
- e. a perfect negative relationship between the two variables

3.180 Which of the following represents the highest correlation possible between two variables?

- a. 0.00
- b. +0.50
- c. -1.00
- d. +1.25
- e. +2.00

3.181 Research has revealed that the best single indicator of a student's probable achievement in college is

- a. his IQ

- b. his high school grade point average
- c. his study habits
- d. his emotional stability
- e. his rank in his high school graduating class

3.182 The correlation between two variables is  $-.95$ . An individual having a Z-score of 70 on the first measure would likely have a Z-score ..... on the second measure.

- a. above 70
- b. of 70
- c. between 55 and 70
- d. at the mean
- e. below the mean



# Chapter 4

## Educational Sociology

### A. Sociology of Education

Definitions, origins and approaches

Purpose, relation of sociology to education

**Directions:** From the five alternates in each item, make a selection which will *best* and *most adequately* complete the statement or answer the question, as the case may be.

You may check your choice by turning to the answers given at the end of this book.

4.1 In any definition of educational sociology the key word is

- a. individual
- b. society
- c. environment
- d. interaction
- e. culture

4.2 By ecology is meant the study of

- a. primitive family life
- b. the relation of man to his environment
- c. the aberrations and pathology of society
- d. the evolution of man
- e. population distribution

4.3 A major difference between educational sociology and educational psychology is that

- a. educational psychology is not concerned with individual behavior
- b. educational sociology is concerned with changes in social behavior but not with human values
- c. educational psychology is chiefly concerned with the learning process; sociology, the educative process
- d. educational sociology is not concerned with behavior patterns
- e. educational psychology stresses vocational education; sociology, general education

4.4 Biological determinism would imply that

- a. all students should take the same subjects
- b. all students should be treated the same way
- c. educational inequality is justifiable
- d. intelligence is determined by environment
- e. none of the above is a correct answer

4.5 The father of educational sociology is generally recognized to be

- a. Comte
- b. Adam Smith
- c. Bellamy

- d. E. George Payne
- e. C. A. Ellwood

4.6 The approach to the study of educational sociology needs to be made through

- a. biology
- b. psychology
- c. anthropology
- d. social organization
- e. all of the above

4.7 The two sciences which have largely dominated education are

- a. anthropology and physiology
- b. psychology and anthropology
- c. biology and anthropology
- d. physiology and biology
- e. biology and psychology

4.8 The educational sociologists claim that their discipline can contribute what to the theory and practice of education?

- a. It can give an answer to "What ought to be taught in schools?"
- b. It can give an answer to "How can content be effectively taught?"
- c. It can give an answer to "Who should receive today's education?"
- d. answers a and b only
- e. all of the above answers

4.9 In spite of the collection of much data on the structure and dynamics of society, sociologists have had little effect upon curriculum planning because

- a. the field of sociology is comparatively young
- b. few teachers have been trained in sociology
- c. the data collected have had little value
- d. answers a and b only
- e. all of the above answers

4.10 In regard to the future of educational sociology, most authorities in that field

- a. would be content with a revival of such courses as taught in the 20's and 30's
- b. see little value in expanding courses in sociology on the secondary level

- c. see little value in introducing sociological concepts in elementary schools
- d. see a revival of interest in this subject in teacher-education institutions
- e. contend that the introduction of this subject must be done by educationists

## B. Culture, the Group and the Individual

Nature of culture

The group — origin and functions

The individual and personality

4.11 Of the nature of culture, one can say that

- a. human nature is a characteristic of the species rather than something learned
- b. culture demands a surrender of some liberties and the acceptance of some obligations
- c. language is the only element of culture distinct from man's system of customs
- d. culture means the same thing as civilization
- e. culture arises from man's many wars

4.12 Which of the following *cannot* be said truthfully of our culture?

- a. It is ours largely by adoption.
- b. It is synonymous with social heritage.
- c. It is 100% man-made.
- d. It is 100% American.
- e. It is composed of many diverse elements.

4.13 Four of the following are characteristics of culture. Which one is *not*?

- a. It is in constant flux.
- b. It is cumulative.
- c. It becomes diffused.
- d. It is uneven in development.
- e. It is primarily materialistic.

4.14 Which of the following is independent of their culture?

- a. primitive peoples
- b. civilized peoples
- c. criminals
- d. the insane
- e. none of the above

4.15 The educational sociologist has what belief about a cultural core and cultural pattern?

- a. The two terms are really synonymous.
- b. The two terms are actually opposite.
- c. Few persons follow group patterns.
- d. The "core" consists of central ideas or concepts.
- e. The "core" refers to one's biological inheritance.

4.16 Four of the following are obstacles to cultural change. Which one is *not*?

- a. cultural inertia
- b. the degree of isolation

- c. vested interests
- d. overlapping of generations
- e. cultural lag

4.17 Which of the following is *not* a factor influencing group organization?

- a. common moral standards
- b. desire for security
- c. common age and environment
- d. desire for recognition
- e. none of the above is a correct answer

4.18 As generally classified, the play-group is considered

- a. one of the primary group
- b. one of the secondary group
- c. one of the tertiary group
- d. a sub-classification of the secondary group
- e. a sub-classification of the tertiary group

4.19 Concerning the part played by groups, it is well to remember that

- a. groups are centers of emotional satisfaction
- b. groups give sanction to youth's ideas
- c. groups are a major avenue of contact
- d. answers a and b only
- e. all of the above answers

4.20 Which of the following is the least important factor in the groups formed by pre-school children?

- a. sex
- b. proximity
- c. interest in a certain activity
- d. interest in a particular object
- e. mutual sympathy

4.21 Four of the following are true of group attitudes. Which one is *not*?

- a. They show relatively little variance in particular situations.
- b. They are learned almost solely within the framework of group patterns.
- c. They are often accepted by the individual in order to obtain status.
- d. They change slowly except in periods of stress.
- e. They include positive as well as negative stereotypes.



4.22 It may in truth be said of social distance that it is

- a. the outcome of reasoned judgment
- b. vertical but very seldom horizontal
- c. crystallized by means of stereotypes
- d. opposed to ethnocentrism in any form
- e. immune to attempts at "sociometrics"

4.23 Which of the following is *not* a manifestation of ethnocentrism?

- a. racial integration
- b. "manifest destiny"
- c. "white man's burden"
- d. missionary movements
- e. "the ugly American"

4.24 What conclusion best fits the studies made of the relative strength of heredity and of environment in influencing intelligence?

- a. Heredity contributes from 95 to 98% to the I.Q.
- b. Environment, not heredity, decides one's intelligence.
- c. Findings of the N.S.S.E. support the "determinists".
- d. Intelligence depends upon environment as well as upon heredity.
- e. Cultural variables play an insignificant part in intelligence.

4.25 In the development of human behavior which of the following is (are) essential?

- a. assistance of the human adult
- b. development of symbols of communication
- c. existence of a socio-cultural environment
- d. all of the above
- e. none of the above

4.26 Human nature is the result of

- a. the maturation of one's original nature
- b. hereditary factors only
- c. environmental factors only
- d. man's interaction with his culture
- e. evolutionary variations in original nature

4.27 Concerning the question of racial differences, the American Council on Education studies revealed that

- a. there are no intellectual differences between various ethnic groups
- b. the median scores on I.Q. tests are the same for different races
- c. whatever differences exist in I.Q.'s between ethnic groups are due to racial differences
- d. whatever differences exist in I.Q.'s between ethnic groups are due to environmental factors
- e. none of the above is a correct answer

4.28 That theory of change which involves the feeling, by individuals, of aloneness, despair, and alienation of "self-to-others" is called

- a. theory of emergents
- b. theory of anomia
- c. blocked mobility
- d. loss of core values
- e. intergroup conflict

4.29 Of the nature of personality, one can truthfully say that

- a. personality is limited to what we are born with
- b. it is independent of any unique pattern of inheritance
- c. it is modified by the culture of the group
- d. culture and personality is to be preferred to culture *in* personality or vice versa
- e. a person's behavior in a given situation is the real test of his total personality

4.30 Concerning the social origins of personality it can truthfully be said that

- a. all children are influenced by school experiences for good or otherwise
- b. all children must pass from egocentric isolation to social adjustment
- c. all children face a "needs" conflict between dependence and independence
- d. only answers b and c are correct
- e. all the above answers are correct

## C. Social Interaction, Stratification and Class Differences

Social interaction — nature and forms

Stratification in society

Social class differences in the school

4.31 Social interaction involves

- a. opposition
- b. adjustment
- c. cooperation
- d. adjustment and cooperation
- e. all of the above

4.32 Which of the following is *not* true of social adjustment?

- a. It ceases to function after early childhood.
- b. Extremes of it could be a world threat.
- c. It may involve both negative and positive adaptations.
- d. "The group is not only a reality, it is a prior reality".
- e. It may involve conditioning, transference, and imitation.

4.33 It can be said of opposition as a form of social interaction that

- a. sociologists exclude conflicts within the individual himself
- b. it is a pattern of behavior rather than a clash of ideas
- c. sociologists deny that competition and conflict are essential to personality development
- d. value systems and group structures underlie opposition in the social structure
- e. none of the above is a correct answer

4.34 Which of the following is true of women in our population today?

- a. More than half of our voters today are women.
- b. More than half of our employees are women.
- c. Women are a minority in our population.
- d. Less than 1 in 8 of women of working age are employed outside the home.
- e. Only 1 job in 5 outside the home is suitable for women workers.

4.35 As viewed by educational sociologists, co-operation

- a. in its early stages is largely egocentric
- b. must be voluntary, never forced
- c. must be altruistic, never egocentric
- d. has a uniform meaning as applied to education
- e. can be achieved only through a compromise

4.36 Children are under greater emotional strain today than they were a century ago because

- a. society is a great deal more complex
- b. ties of family life are weakened
- c. there are too many places for children to go
- d. schools are not adjusted to the children
- e. parents take less interest in children

4.37 In defining social stratification, one can truthfully say that the term implies

- a. traits that are socioeconomic in nature
- b. a differentiation which carries social prestige
- c. groups of differing sex, age, and intelligence
- d. only a and b answers are correct
- e. all the above answers are correct

4.38 The most common basis for differentiation of class groups or social classes in America is in terms of

- a. status and prestige
- b. sentiments and jobs
- c. interests
- d. power
- e. occupation

4.39 Of methods of identifying the social class of a person or family, it can be said truthfully that

- a. Warner's "evaluated participation" distinguishes between differences in status and power
- b. in the Yankee City study, a twofold differentiation was used: urban and rural
- c. no attempt at differentiation has involved religion
- d. regardless of method used, class systems can be equated

- e. there is no universally accepted method of identification

4.40 The latest theory of acculturation stresses

- a. cultural democracy
- b. cultural pluralism
- c. the melting pot idea
- d. all of the above
- e. none of the above

4.41 Of cultural democracy as applied to America one can say truthfully that

- a. it is cultural pluralism related to this country
- b. it is but another term to describe the melting pot
- c. it relates cultural differences to the country of origin
- d. it is more a difference in words than one of attitude
- e. it is not really a theory of acculturation at all

4.42 The generally accepted theory of the development of prejudicial behavior is that

- a. prejudice is an attempt to adjust to personality needs
- b. prejudice is a displaced aggression-substitute action
- c. prejudice is the result of competition between groups
- d. prejudice is a part of the culture; it is learned
- e. there is no generally accepted theory on this subject

4.43 Which of the following is *not* true of the segregation-desegregation problem?

- a. Public school integration is correlated with the attitudes of the locality.
- b. Desegregation or integration involves a threat to the status of the Negro teacher.
- c. No single approach or method has worked consistently in all situations.
- d. Where adults have not interfered, pupil-to-pupil friction has been slight.
- e. None of the above is a correct answer.

4.44 A study of social mobility in the last century would justify what conclusion?

- a. The improvement in living standards of the masses has drastically changed the social structure arrangement.
- b. There is some evidence that individual mobility has decreased even while mass education has grown rapidly.
- c. The general increase in the level of schooling has increased the degree of individual social mobility.
- d. There is much evidence that high school graduation alone changes very much one's social status.
- e. Opportunities for social mobility are quite independent of teachers in public schools.

4.45 Several significant studies have been made in recent years of social class structure in typical communities. Designate the community in which it would probably be most difficult for an individual to emerge from the lower middle to the upper upper class?

- a. Elmtown
- b. Middletown



- c. Plainville
- d. St. Denis
- e. Yankee City

4.46 Statistics concerning the level of schooling reached would lead us to believe that

- a. the possession of a high level of schooling automatically provides one with higher class status
- b. interest in education is unrelated to social class or the level of schooling reached
- c. lack of money is the most important reason for pupils dropping out of school
- d. the highest level of school attended is definitely related to social class
- e. None of the above is a correct answer.

4.47 Studies of the choices of school curricula and activities by members of different social classes support the conclusion that

- a. there is little prestige bias toward school courses among the girls
- b. children get their attitudes toward courses from teachers as well as parents
- c. in Elmtown, athletes came predominantly from higher social classes
- d. middle-class youth seldom engage in extra-class activities
- e. participation in school activities is unrelated to social class

4.48 In attempting to relate educational aptitude to social class, it is well to remember that

- a. intelligence tests are apt to be biased in favor of a middle class society
- b. the distribution of school marks is unrelated to one's social class level
- c. if all the lower class youth with ability had money, they would go to college

- d. most teachers cater to children of the lower strata
- e. most schools emphasize activities valued by the lower strata

4.49 Which of the following is *not* true of the relationship between social class and group participation or leadership?

- a. Hollingshead found that only 5 percent of clique relations crossed more than one class line.
- b. Hollingshead found that dating relationships of high school pupils were related to social class.
- c. Patterns of class differentiation in friendship choices are pretty well established by adolescence.
- d. The pattern of leadership in the school has been the subject of little real research.
- e. Most of school leaders come from lower social classes.

4.50 Any expectation that mass education will maintain equality of opportunity in American society implies

- a. a relatively low degree of social stratification
- b. low visibility of barriers between classes
- c. a high degree of mobility within the social structure
- d. all of the above
- e. none of the above

4.51 Most educational sociologists suggest that the probable future of educational policy is that in which the school will

- a. modify drastically the structure of society
- b. stimulate mobility amid social stratification
- c. prepare students to accept their place in stratified society
- d. successfully counteract the development of social class barriers
- e. none of the above

## D. The Family, Activity Groups and Passive Agencies

### The role of the family

#### Play groups, youth groups, gangs and delinquency

#### Passive agencies

4.52 Most educators agree that the *most* influential non-school educative agency is the

- a. church
- b. press
- c. home
- d. radio
- e. movies

4.53 The agency which plays the most significant role in the transition of the *individual* to a *person* is the

- a. school
- b. church

- c. family
- d. community
- e. television

4.54 Four of the following statements are true of the family. Which one is *not*?

- a. Each member of the family has a definite role.
- b. The family as an institution has a personality.
- c. Family obligations originally were enforced by community sanctions.
- d. Family responsibilities today are formalized through regulatory laws.
- e. The family depends upon sanction by secular and ecclesiastical law.

4.55 "Husband purchase" is to dowry as the "bride show" is to

- a. wife capture
- b. wife purchase
- c. wife stealing
- d. the debut of the debutante
- e. inheritance by the eldest son

4.56 Trends in family organization in U.S. reveal that

- a. the age of marriage in U.S. is rising
- b. the percentage of the married population is decreasing
- c. the richer the family, the larger the number of children
- d. the divorce rate since 1940 is decreasing
- e. the size of families is related inversely to educational level

4.57 The family today is declining in effectiveness to fulfill all but what function?

- a. educational
- b. recreational
- c. affectional
- d. protective
- e. religious

4.58 "The home is the child's first school." Therefore,

- a. all parents should be college graduates
- b. children need not attend nursery school
- c. children should not be admitted to a public school until they are 6
- d. courses in parent education should be postponed until after marriage
- e. schools and colleges should offer courses in parental education

4.59 Four of the following are reasons why modern sociologists are interested in play as preparation for adult life. Which one is *not*?

- a. They see play as a possible carry-over of a specific skill.
- b. They see play as a means whereby the child becomes socialized.
- c. They see play as a means whereby the child finds his role within the group.
- d. They see play as a means whereby the child senses meaning of the "we-feeling" within the group.
- e. They see play as a means of learning the significance of adjustment, cooperation, and opposition.

4.60 One of the most active national groups for training future citizens is the

- a. Citizenship Education Project
- b. Teen-Ager Hospital Auxiliary
- c. Youth Council
- d. Junior City Council
- e. Future Citizens of America

4.61 The most serious and challenging problem faced by such organizations as the Boy Scouts is that of

- a. developing a sense of primary group values

- b. securing a sufficient number of qualified sponsors
- c. recruiting enough boys and/or girls
- d. finding suitable projects for members
- e. developing adequate leadership for social processes

4.62 Why must the teacher be concerned about the children's activities outside the school?

- a. The child is often more interested in the out-of-school activities.
- b. The child is likely to learn bad work habits.
- c. Most parents are too busy to take proper care of the child.
- d. The child learns through his out-of-school experiences.
- e. The school should control the child's out-of-school experiences.

4.63 Which of the following can truthfully be said of non-school, active agencies of social interaction?

- a. The less education people have, the more they use established recreational agencies.
- b. The largest items of expenditure for leisure-time activities are for those of a passive nature.
- c. Adult sponsorship of youth-serving organizations has proven undesirable.
- d. The Community Council should conduct activities, not just coordinate them.
- e. The organization of a community agency should follow a fixed pattern.

4.64 Using the term sociologically, the gang

- a. is an anti-social group
- b. is a secondary or tertiary or marginal group
- c. is a grouping of males only
- d. is primarily an adolescent phenomenon
- e. is none of the above

4.65 Research in the field of juvenile delinquency would lead one to believe that

- a. it is primarily a problem of foreigners in our society
- b. it is even worse in rural areas than in urban areas
- c. it is a disease of society limited to low economic areas
- d. it is fundamentally a housing problem
- e. it is a problem having many roots

4.66 The sociologist uses the term "passive" to mean that

- a. the individual is indifferent to opinions of peers
- b. there is no opportunity for social interaction
- c. social interaction is contrary to group mores
- d. social interaction is but a one-way process
- e. none of the above is a correct answer

4.67 According to school authorities

- a. children should be allowed complete freedom of choice in viewing TV
- b. community leaders have a responsibility for influencing television standards
- c. all television programs have a dangerous effect upon young children



- d. children should never be permitted to choose the TV program they view
- e. none of the above is true

4.68 A fundamental difference between the radio and the motion picture is that the

- a. radio is more responsive to public opinion
- b. movies more deliberately try to influence behavior
- c. radio programs are less subject to control
- d. movies employ no self-censorship like the radio
- e. radio has shown little influence upon behavior

4.69 Which of the following is *not* a reason for the small-scale use of the radio for educational purposes?

- a. All subject matter does not lend itself equally to its use.
- b. Many teachers and administrators are not alert to its possibilities.
- c. We have been slow to give up our preconceptions of education.
- d. Teacher-training institutions have not been sufficiently energetic in this field.

- e. The evidence relative to its effectiveness is too inconclusive.

4.70 The National Board of Review is an example of control of motion pictures through

- a. development of standards of selection
- b. establishment of a Congressional regulatory body
- c. legal censorship
- d. self censorship
- e. church censorship

4.71 Concerning educational films it can truthfully be said that

- a. they differ from commercial films chiefly on the basis of the nature of the film
- b. motion-picture production by school children has proved to be a failure
- c. war developments advanced the educational use of films by decades
- d. the interest factor in educational films was stressed from the start
- e. the biggest problem has been to keep the films from supplanting teachers

## E. Education, Socialization and Group Development

Education and the school as a social agency

The development of the school as a social institution

Group structure in the school

4.72 One can say of the nature of education that

- a. learning is impossible without a teacher
- b. the problem is molding *vs.* not molding the child
- c. knowledge of the child determines the purposes of education
- d. a child-centered school fails to show respect for the child
- e. it is undemocratic to make the child a means to an end

4.73 From the viewpoint of educational sociology Payne stated that the objectives of education are the

- a. assimilation of traditions and development of new social patterns
- b. development of new social patterns and the creative educational role
- c. constructive educational role and the assimilation of traditions
- d. all of the above
- e. none of the above

4.74 If formal and informal education are to arrive at similar goals, there should be

- a. more emphasis placed upon discipline in the schools
- b. greater care given to selection of teachers
- c. less interference in the home life of children
- d. close cooperation among all agencies of education
- e. complete freedom of schools from outside influences

4.75 The school, in its relations with non-school educative agencies, should refrain from

- a. interpreting the functions of these agencies
- b. making criticisms of their shortcomings
- c. setting up standards for judging their educational product
- d. co-ordinating or integrating their educational endeavors
- e. none of the above is a correct answer

4.76 It is the duty of the school to

- a. take over the educative functions of home and church
- b. censor the radio, T.V., movies, and theatre programs
- c. assert its independence of the community in improving conditions
- d. develop in pupils desirable tastes in entertainment and reading
- e. do none of the above

4.77 Which of the following is *not* a function of the school in this country?

- a. It reflects the culture of the nation and community.
- b. It both limits and directs the learning of youth.
- c. It is a major force in changing the cultural pattern.
- d. It provides the basis for invention and social change.
- e. None of the above is a correct answer.

4.78 Four of the following are essential for teachers to do if schools are to fulfill the expectations of society. Which one is *not*?

- a. They must make the school a replica of adult society.
- b. They must record and guide behavior in social interaction.
- c. They must analyze the culture of the community.
- d. They must know the cultural heritage of students.
- e. They must relate school activities to cultural patterns.

4.79 To which of the following principles is the educational sociologist *opposed*?

- a. The school should relinquish a service which some other agency is handling satisfactorily.
- b. The school's responsibility ceases with graduation or attainment of age 21.
- c. The function of the school should be determined by the needs of the community served.
- d. All agencies performing a social service are involved in some way in educational policies.
- e. The school should offer services to extend and integrate human experience at all levels.

4.80 Education in primitive society arose in the midst of a situation in which

- a. justice, liberty and equality dominated
- b. division of labor and responsibility existed
- c. abundance characterized the environment
- d. sloth characterized the manner of existence
- e. instruction of any kind was absent

4.81 Four of the following are conditions constituting the origin of formal schooling. Which one is *not*?

- a. The need for transmitting the cultural heritage.
- b. The existence of tribal taboos, rituals, and mores.
- c. The inadequacy of informal agencies to transmit culture.
- d. The accumulation of culture involving written language.
- e. The development of the alphabet and number system.

4.82 In the early days before society became compartmentalized, the task of educating the young was performed by parents and other adults and emphasized

- a. the separation of learning and doing
- b. the performance of specialized tasks or duties
- c. a completely organized body of knowledge
- d. learning to do by doing without adult supervision
- e. learning to do by doing under supervision of elders

4.83 Formal schooling in ancient times was

- a. limited to the formal initiation ceremony
- b. given only to children of priestly and noble families
- c. characterized by the separation of Church and State
- d. in the hands of warriors rather than clerics
- e. extended to all the children of all the people

4.84 Roman education closely followed that of Greece but differed from the latter in that it (Roman)

- a. emphasized training for public service
- b. included nothing like individual values
- c. was never considered a function of the State
- d. was public rather than privately handled
- e. never included the "Seven Liberal Arts"

4.85 The school in this country was established mainly through

- a. national legislation
- b. local initiative
- c. educational leaders
- d. college pressure
- e. political influence

4.86 The last "rate bill" was not abolished until

- a. 1820 in Alabama
- b. 1871 in New Jersey
- c. 1867 in New York
- d. 1851 in Louisiana
- e. 1890 in California

4.87 The Kalamazoo case (1874) set a legal precedent for

- a. compulsory school attendance of students of certain age limits
- b. a special levy on parents with children in school
- c. public taxation for secondary education
- d. public taxation for the support of certain types of private schools
- e. reading of the Bible in public schools

4.88 The attitude of parents towards the entrance of their child into school should be

- a. resentment toward the school for taking the child away from them
- b. indifference, since the teacher can take care of everything needed
- c. pride that the youngster is now growing up
- d. concern that the teacher will not give him proper attention
- e. relief that the child is no longer under foot all day

4.89 Which of the following is *not* a good way for a teacher to create a we-group of the class?

- a. Recognize and build upon individual differences.
- b. Encourage small friendship cliques among pupils.
- c. Provide for participation in a shared responsibility.
- d. Provide for processes of opposition and cooperation.
- e. Help pupils to establish status with their peers.

4.90 The educational sociologist sees the task of school learning as primarily that of

- a. developing the in-group to secure social interaction
- b. acquiring a mastery over intellectual subject matter
- c. furthering self-expression
- d. developing individual differences
- e. acquiring useful work habits

4.91 Which of the following is *least* justified as a conclusion to be drawn from the University of Iowa experiment in group atmospheres?

- a. Group leadership must be based upon an understanding of group dynamics.
- b. Groups under autocratic leadership reveal more ego-centered pupil behaviors.
- c. Group output of most types depends on the leader to a measurable extent.
- d. Groups under a laissez-faire leadership realized the greatest mental health values.
- e. The autocratic group achieved greater output in quantity but not in quality.

4.92 The *most* serious criticism of both the course-unit system and ability grouping as seen by the educational sociologist is

- a. both systems are divisive influences which abet social stratification
- b. both systems entail the isolation of the pupil from needed activity areas
- c. both systems fail to give serious recognition to the needs of society
- d. both systems stress "vertical" rather than "horizontal" enrichment
- e. both systems neglect the needs and interests of the individual

4.93 Which of the following is *not* true of school cliques?

- a. Membership is voluntary and informal
- b. They have explicit rules for membership.
- c. Their controls tend to produce uniformity of thought and action among members.
- d. Their members tend to identify their interests with the group rather than the family.
- e. They seldom include students more than two years apart in age-grade status.

4.94 Group structures are measured most commonly by the

- a. sociogram
- b. group rating scale
- c. anecdotal record
- d. sociodrama
- e. behaviorgram

4.95 The main reason for high school drop-outs is

- a. dissatisfaction with the school program
- b. lack of funds to continue schooling
- c. desire for employment
- d. dissatisfaction with the teachers
- e. pressure from parents

## F. The School, the Curriculum and the Community

The School — its goals and curriculum

Nature, characteristics and kinds of communities

Community schools and the teacher's role

4.96 The attitude of the educational sociologist regarding subject matter and the goals of education is such that he favors the use of

- a. "subject matter" and "curriculum" as interchangeable terms
- b. pressure groups to bring about changes in subject matter
- c. "job" or "activity analysis" to determine the goals of education
- d. studies of group behavior patterns to determine the goals of education
- e. tabulations of opinions of experts to build the curriculum

4.97 Which of the following is *not* included or implied in the educational sociologist's conception of the school as a social agency?

- a. The curriculum should be directed at predetermined social goals.
- b. The curriculum should be organized in terms of social values.
- c. The curriculum should be focused on the child, not the adult.
- d. The curriculum should be concerned with long-range behavior changes.

- e. The curriculum should not be limited to the child's immediate interests.

4.98 The American Council on Education's *Design for General Education* (1945)

- a. made a sharp distinction between general education and liberal education
- b. identified 10 "objectives" of general education, each with its specific end products
- c. involved a careful analysis of the behavior of different age groups in society
- d. rejected the empirical method of determining educational goals
- e. none of the above is a correct answer

4.99 In the growth of our society, which of the following were first taught formally on a level above that of the elementary school?

- a. business and commercial subjects
- b. liberal arts and sciences
- c. social work and teaching
- d. vocational and industrial training
- e. professional and technical subjects



4.100 Which of the following does *not* represent the educational sociologist's point of view?

- a. The method of teaching must place primary emphasis upon social behavior inside, not outside, the classroom.
- b. The method of teaching must be effective in aiding the pupil in his adjustment to social situations.
- c. The method of teaching must stress critical evaluation in reading rather than mere comprehension.
- d. The method of teaching must alter one's behavior outside the school rather than merely develop skills.
- e. The method of teaching must utilize the social forces operative in one's environment.

4.101 Which of the following is *not* included in the educational sociologist's use of the term "curriculum"?

- a. measurement
- b. subject matter
- c. educational method
- d. classroom organization
- e. none of the above is a correct answer

4.102 Which of the following procedures or steps in evaluation would the educational sociologist find inadequate?

- a. Appraisal of the child's knowledge and interests.
- b. Analysis of the child's social heritage and personality.
- c. Instruction of the child on the basis of the above.
- d. Measurement of the child's attainment of knowledge.
- e. None of the above.

4.103 To the educational sociologist, the *chief* role of the guidance specialist is that of

- a. helping teachers
- b. interviewing pupils
- c. administering tests
- d. giving vocational guidance
- e. giving educational guidance

4.104 The most essential condition of any community is

- a. well-defined geographical boundaries
- b. the size of the trade area represented
- c. common or shared ways of thinking and doing
- d. disregard for external influences
- e. the number of stores and industries it contains

4.105 The best single test of what is a community is the presence of a (an)

- a. delimitable area
- b. population aggregate
- c. number of service institutions
- d. sharing of historical heritage
- e. ability to act together

4.106 Recent census data indicate that increasingly we are living in

- a. "Gemeinschaft" communities
- b. small village communities
- c. rural, non-farm areas
- d. central urban areas
- e. none of the above

4.107 The study of Middletown was approached from the point of view of what theory of change?

- a. Blocked mobility
- b. Intergroup conflict
- c. Culture lag
- d. Loss of core values
- e. Man alone, ungrouped

4.108 The community school, in contrast with the "Progressive" school,

- a. stresses individual achievement
- b. is life-centered rather than child-centered
- c. is book-centered rather than life-centered
- d. advocates the same curriculum for all
- e. involves pupil participation in planning

4.109 The community influences the

- a. educational curriculum of the school
- b. educational objectives of the school
- c. educational practices of the school
- d. all of the above
- e. none of the above

4.110 The teachers should lead the pupils to become community-minded by

- a. cultivating class consciousness
- b. encouraging sympathetic sharing of experiences
- c. spreading a spirit of live and let live
- d. focussing attention upon the differences in groups
- e. all of the above

4.111 Prospective teachers need to make a continuous study of the culture of the typical American community. Those who make such a study should keep in mind that

- a. the advance of our machine technocracy has had little or no effect on our culture
- b. the present community is largely made up of farmers
- c. each community lives independently of every other community
- d. change itself is one of the distinctive characteristics of present American culture
- e. all of the above answers are correct

4.112 Which of the following is *not* one of the 10 "bridges" between school and community listed by Ohlsen?

- a. report cards
- b. school camping
- c. resource visitors
- d. service projects
- e. field trips

4.113 The belief that all influences which impinge upon the individual educate him in some manner, carries what implication?

- a. Education is a community-wide function, responsibility, and enterprise.
- b. The school should be the matrix for the community's educational activities.
- c. The school's proper role in the educative process is a coordinating one.
- d. answers b and c only
- e. all of the above answers

## G. Sociology and Types of Education

Health education

Vocational education

Civic and social education

Adult and special education

Intergroup education

Education for moral and spiritual values

4.114 Health education is synonymous with

- a. hygiene
- b. physiology
- c. health propaganda
- d. medical education
- e. none of the above is a correct answer

4.115 Of those who were rejected for World War II service in our armed forces because of physical defects, the largest number was for

- a. muscular skeletal defects and syphilis
- b. cardio-vascular defects and hernia
- c. overweight and underweight
- d. flat feet and varicose veins
- e. tuberculosis and lung trouble

4.116 The weakness in the health practices of the Athenians in the Golden Age of Greece was that

- a. disease was regarded as a supernatural phenomenon
- b. they considered health a social responsibility
- c. slaves were excluded from their physical culture
- d. they were unable to grasp the social significance of health
- e. no attention was paid to physical training and personal health

4.117 The first State Board of Public Health was created

- a. in New York in 1800
- b. in New Hampshire in 1798
- c. in Maryland in 1820
- d. in Georgia in 1842
- e. in Massachusetts in 1869

4.118 Concerning health education in schools, it can be said truthfully that

- a. early physiology put too little stress on the physical side of health education
- b. old hygiene books set forth principles but neglected rules of health
- c. health education is taught mostly in senior high schools
- d. on higher levels health education is a responsibility shared by different teachers
- e. periodic health examinations fall outside the school's responsibility

4.119 Health education agencies can succeed only if

- a. health is considered a personal matter
- b. responsibility is given to the federal government
- c. changes can be made in community mores

- d. bills for compulsory health insurance are defeated
- e. "socialized medicine" is excluded from person-group interaction

4.120 Which of the following was *not* a factor in the development of vocational education?

- a. financial subsidies by the federal government
- b. decline in the apprenticeship system
- c. "bottlenecks" in trained workers before World War II
- d. establishment of the land-grant colleges
- e. none of the above is a correct answer

4.121 The attitude of the educational sociologist toward vocational education generally is that

- a. distinctions between general and vocational education have no real basis
- b. federal aid for vocational education should be discontinued
- c. the apprenticeship system for vocational training should be abolished
- d. "private-for-profit" vocational schools should be free from regulation
- e. skilled trades in their entirety should be learned in a technical high school

4.122 The George-Deen Act provided mainly for federal aid to

- a. agricultural colleges
- b. industrial education
- c. distributive occupational training
- d. teaching of home economics subjects
- e. public service occupations

4.123 Which of the following is *not* a basic problem faced by vocational education since World War II?

- a. The lack of a consistent pattern in types of vocational training
- b. The extent and nature of federal aid for vocational education
- c. The length of time and amount of training needed for economic life
- d. The extent to which the vocational school should train for specific skills
- e. None of the above

4.124 A vestibule school was a

- a. correspondence school
- b. public trade school
- c. school for apprentices
- d. school run by a factory
- e. continuation school

4.125 Today's educational sociologist is opposed to the concept that

- a. the school's primary role is to impart knowledge
- b. educational opportunities must be equalized
- c. teaching should be made a true profession
- d. schools should enlist the cooperation of community enterprises
- e. educational ends need to be measured by changes in behavioral patterns

4.126 Among other things it is often the business of the school to do what other agencies have left undone. This has been referred to as the

- a. unique function
- b. primary function
- c. residual function
- d. delegated function
- e. extra-curricular function

4.127 Four of the following represent objectives of the school as seen by the educational sociologist. Which one is *not* such an objective?

- a. An appreciation of our rich cultural heritage
- b. A lessening of concern for individual development
- c. The instilling of a sense of basic social values
- d. A constant appraisal of, and adaptation to, social change
- e. The shifting of emphasis from self interest to social welfare

4.128 A basic ideal of a democratic society is

- a. powerful leadership
- b. belief in the opinions of the leaders
- c. respect for the enlightened individual
- d. "might makes right"
- e. obedient followership

4.129 A smooth-working democratic society depends upon

- a. widespread common interests and common attitudes among its citizens
- b. an equal distribution of economic resources among the body of citizens
- c. unlicensed economic competition
- d. a highly selective school system
- e. a separately-trained leader group

4.130 Concerning civic education, the educational sociologist believes that

- a. leadership is innate — leaders are born and not made
- b. scholarship is the major criterion in selecting leaders
- c. the answer lies in establishing children's "courts" to handle discipline
- d. history textbooks should answer "what" and "when" but not "why"
- e. children must know and share responsibility for attaining school purposes

4.131 Despite the tremendous progress which has been made in combatting illiteracy in this country, there still remains

- a. more illiteracy among the whites than non-whites
- b. more illiteracy in non-rural than in rural areas
- c. more than 2 million over 14 years of age who are illiterate
- d. a 20 per cent illiteracy rate between the ages of 14 and 25
- e. a high level of illiteracy especially among the whites

4.132 Proposals which have been made for educating out-of-school youth include

- a. establishment of community institutes
- b. organization of part-time classes
- c. increasing opportunities for vocational and trade education
- d. maintaining evening classes in requested subjects
- e. all of the above

4.133 Which of the following is *not* true of adult education in this country?

- a. Its origin lies outside the formal agency of the school.
- b. It has included workers' education and Chautauqua.
- c. It is a recent development — within the last fifty years.
- d. It needs to adopt formal school methods if it is to succeed.
- e. It was given a helpful stimulus by the success of the WPA.

4.134 Which of the following can be listed as outcomes of special education in U.S.?

- a. greater vocational efficiency
- b. conformity to accepted ideals
- c. reduction in school failures
- d. all of the above
- e. none of the above

4.135 The name of Paul S. Popenoe is best associated with

- a. education for family relations
- b. industrial arts and vocational education
- c. rural education
- d. nursing education
- e. adult education

4.136 Cultural pluralism is based on the concept that

- a. America is the "melting pot" for various foreign stocks
- b. there is one American culture for all
- c. it is incompatible with democracy
- d. our culture is variegated and dynamic, each group of immigrants contributing toward its enrichment
- e. our culture can no longer assimilate aliens and still retain its peculiar American characteristics



4.137 The sociologist feels that, if men expect to put an end to prejudice and race conflict, they will have to give *major* attention to

- a. legislating human rights for minorities
- b. putting into effect the "melting pot theory"
- c. remedying social abuses and reducing conflict
- d. re-establishing ethnocentrism
- e. developing cultural pluralism

4.138 In the eyes of the educational sociologist, the school can *best* counteract prejudice by

- a. developing the intellect
- b. imparting more knowledge
- c. accepting principles of cultural unity and manifest destiny
- d. developing and extending primary group values
- e. asserting loyalty to the "in-group" and hostility to others

4.139 Concerning the application of education to the problem of intergroup relations in America, it can be said truthfully that

- a. equality in education alone will provide the Negro with equality of job opportunity
- b. there is evidence that the education of the Negro will increase rather than solve conflict
- c. the melting pot program of assimilation was found applicable to Negroes and Chinese
- d. there is general agreement as to the kind of education which Indians should be given
- e. Mexicans, Negroes, and Indians all place little faith in education to solve their problems

4.140 Which of the following is *least* questionable as an assumption made in intergroup education?

- a. Prejudice is a result of ignorance of the facts; truth will remove one's prejudices.
- b. Having had favorable contacts with minorities, one is apt to have a more favorable attitude toward them.
- c. Intergroup experiences in a school situation change behavior in other situations.
- d. Modification in verbalization of attitudes indicates change in behavior toward minorities.
- e. Increasing one's contact with minority group members will improve relations with the entire group.

4.141 Most educational sociologists take what attitude toward education as a solution to the problem of intergroup relations?

- a. Education has nothing to do with intergroup behavior.
- b. An increase in the level of education is the answer to the problem.
- c. Persons with a college education are no more tolerant than those without it.
- d. Schools may modify intergroup relations through planned experiences.
- e. Education can neither increase nor decrease class prejudice.

4.142 With which of the following statements would you expect to *disagree*?

- a. In the absence of traditional minorities in the community, schools don't develop class structures.
- b. Segregated schools are not the only source of discriminatory social relations in education.
- c. Schools sponsor or condone many discriminatory customs among their students.
- d. Sociometric devices can reveal levels within the student body's social structure.
- e. It is possible for non-teaching school personnel to acquire high community status.

4.143 Which of the following is *not* a method or approach commonly used in intergroup education?

- a. socio-drama and role-playing
- b. criticism of the customs of minorities
- c. emphasis placed upon the contributions of minorities
- d. association of tolerance with some high-prestige person
- e. provision for visiting or mingling with minority group members

4.144 Which of the following is the *best* that can be said truthfully of the effectiveness of intergroup education at this time?

- a. The school creates an atmosphere in which more tolerant attitudes may be developed.
- b. Informational courses in intergroup education are more apt to increase than to decrease prejudice.
- c. If competition brings prejudice, the school's job is to effect changes in our economic system.
- d. The school is in an admirable position to modify the behavior of adults in the community.
- e. Thus far, school programs have not been a factor in the improvement of intergroup relations.

4.145 Which of the following constitutes the *least* promising basis for effective inter-group education?

- a. Making the school itself a model of good inter-group relations
- b. Reducing differences through increased opportunities for equal education for minorities
- c. Teaching that unprejudiced behavior is expected in an ever wider range of situations
- d. Teaching the child to accept his position in the social structure
- e. Teaching the child to accept his limitations without resorting to "scapegoats"

4.146 Most educational sociologists agree that character education

- a. is impossible without religious denominational doctrine
- b. is the exclusive province of the church and the home
- c. is best handled by giving youth ready-made judgments
- d. should involve the direct discussion of moral issues
- e. necessitates the setting up of separate courses

4.147 The secular viewpoint in education as stated by V. T. Thayer supports which of the following?

- a. the exclusion of religion from the public school curriculum
- b. the early dismissal of public school pupils for religious instruction
- c. the teaching of tenets or dogma common to all religions
- d. the introduction of comparative religion in elementary schools
- e. the acceptance of the necessary connection between dogma and morals

4.148 Concerning the issue of Church, State, and Schools, all contending groups agree regarding the practice of

- a. released time for religious instruction
- b. public transportation for parochial pupils
- c. textbook supplied parochial schools by the state
- d. reading the Bible without comment in public schools
- e. none of the above is a correct answer

4.149 In 1951 the Educational Policies Commission advocated, in its report, that

- a. religious education should be left to the home and the church
- b. Sunday schools of all denominations should receive federal aid

ceive federal aid

- . the school should teach a central core of religious beliefs
- d. Progressive Education methods should be used in church schools
- e. none of the above

4.150 Research studies reveal that indoctrinating children in religious creeds and ideology

- a. made no significant increase in socially-approved behavior
- b. resulted in a 60 per cent increase in socially-approved behavior
- c. resulted in a significant decrease in socially-approved behavior
- d. produced a drastic reduction in crimes
- e. produced a large reduction in insanity

4.151 As near as can be made out, the trend in religious teaching in this country seems to be in the direction of

- a. returning to strict dogma and creed
- b. viewing religion as a means of securing well-integrated personalities
- c. using public school to propagandize for the union of all religions
- d. encouraging agnosticism and atheism
- e. discussing abstract virtues rather than social issues or behavior

# Chapter 5

## History of Education

### A. Primitive and Oriental Education

**Directions:** From the five alternates in each item, make a selection which will *best* and *most adequately* complete the statement or answer the question, as the case may be.

You may check your choice by turning to the answers given at the end of this book.

5.1 The basic aim of primitive education was

- a. security
- b. conformity
- c. growing food
- d. finding shelter
- e. none of the above

5.2 The education of primitive man included elements which today would be termed

- a. vocational
- b. moral
- c. religious
- d. vocational and moral
- e. all the above

5.3 The education of primitive man was imparted through which of the following agencies?

- a. family
- b. nature
- c. tribal chief
- d. specialists
- e. all of the above

5.4 Which of the following was *not* part of the content of primitive education?

- a. visible symbols
- b. physical education
- c. theoretical knowledge
- d. medicine and religion
- e. none of the above

5.5 Which of the following was *least* commonly used as a method in primitive education?

- a. unconscious imitation
- b. experimentation
- c. conscious imitation
- d. indoctrination
- e. demonstration

5.6 The ancient Chinese system of education served *best* to

- a. maintain a priestly class

- b. develop individual differences
- c. recruit civil and political leaders
- d. preserve a military caste system
- e. prepare youth to hunt and fish

5.7 Ancient Chinese education was characterized by

- a. emphasis placed on reasoning
- b. provision for physical training
- c. neglect of social and civic ethics
- d. an aim to preserve traditions
- e. a national system of free schools

5.8 Ancient Hindu education aimed to

- a. prepare for the life to come
- b. prepare for life's activities
- c. preserve the caste system
- d. answers a and c
- e. answers b and c

5.9 The most *neglected* area in the education of ancient Persia was

- a. moral virtues of the Zend-Avesta
- b. vocational training for the masses
- c. physical training
- d. avocational training
- e. military training

5.10 The one great end in view in ancient Assyrio-Babylonian education was education for

- a. the priest
- b. the fighter
- c. the hunter
- d. the masses
- e. a caste system

5.11 Of the education of the ancient Egyptians it can be said truthfully that

- a. it included medicine and dentistry
- b. it neglected physical education
- c. it involved no formal schooling
- d. it employed mild discipline
- e. it placed emphasis upon reasoning



## B. Hebrew, Greek and Roman Education

### Education of the early Hebrews

### Early Greek education

### Socrates, Plato and Aristotle

### Roman education

5.12 The predominant aim of Hebrew education following the time of Moses was

- a. to prepare Jews for their destiny as a nation
- b. to prepare all classes for social efficiency
- c. to prepare the masses for vocational goals
- d. military fitness
- e. physical fitness

5.13 Hebrew education is noted for

- a. separating religious from civic education
- b. establishing a system of universal education
- c. making no distinction between male and female
- d. all of the above
- e. none of the above

5.14 Which of the following was *not* true of the organization of Hebrew education?

- a. Before the Exile, the organization was in terms of the family.
- b. The first two levels of the elementary schools were compulsory.
- c. Higher education was organized before elementary levels.
- d. The Temple was an important element in the education.
- e. None of the above; all are true statements.

5.15 Jewish education after the Exile was characterized by

- a. secular content of the curriculum
- b. co-education in all the schools
- c. compulsory attendance of rich and poor
- d. lack of qualifications for teaching
- e. prohibition of corporal punishment

5.16 Before the time of Christ, the content of Hebrew education consisted, in part, of

- a. the Pentateuch but not the Talmud
- b. the Talmud but not the Torah
- c. the Mishna but not the Gemara
- d. music, chanting, but no dancing
- e. none of the above

5.17 Which of the following was *not* true of Hebrew education?

- a. Discipline was strict and harsh.
- b. Mnemonic devices were employed.
- c. The method was largely oral.
- d. The notational system was very cumbersome.
- e. Higher education used exposition and questioning.

5.18 Old Athenian education *differed* from the Spartan *mainly* in terms of

- a. compulsory military training
- b. inclusion of physical education

- c. neglect of education for women
- d. participation in civic activities
- e. extent of the intellectual element

5.19 Spartan education had little or nothing in common with early Athenian education *except* the

- a. simplicity of its educational aim
- b. emphasis upon military training
- c. stress upon beauty and grace
- d. neglect of intellectual training
- e. physical training of both sexes

5.20 Which one of the following does *not* belong with the group?

- a. philanthropium
- b. didascaleum
- c. palaestra
- d. ephebos
- e. paidagogos

5.21 In early Athenian education the "paidagogos" was a

- a. foreigner
- b. slave
- c. teacher
- d. craftsman
- e. writer

5.22 Which was *not* taught in the "didascaleum"?

- a. gymnastic exercises
- b. music
- c. reading and writing
- d. poetry
- e. arithmetic

5.23 By quadrivium is meant

- a. music, dialectic, geometry and grammar
- b. geometry, astronomy, rhetoric and dialectic
- c. rhetoric, grammar, dialectic and music
- d. grammar, geometry, music and rhetoric
- e. arithmetic, music, astronomy and geometry

5.24 The Socratic method refers to the method of

- a. deducing truths from revealed knowledge
- b. employing objects in teaching vocabulary
- c. developing concepts through questioning
- d. teaching pupils to use their senses
- e. recalling ideas by use of contemplation

5.25 Plato's philosophy stressed education as

- a. the function of religious bodies
- b. a means of preserving the state
- c. the development of individual differences

- d. a necessity for classless societies
- e. the rightful heritage of the masses

5.26 In his educational theories, Aristotle felt that

- a. education should be private and vary with individuals
- b. education should be private and be the same for all
- c. the aim in education is to train people to reason
- d. the studies pursued should have a vocational purpose
- e. education is to train followers and develop good workers

5.27 Aristotle's educational plan differed from that of Plato in respect to

- a. provision for rigid state control of education
- b. exclusion of slaves from educational opportunities
- c. provision for a life of study and contemplation
- d. provision for making virtue a goal of education
- e. provision for making the home a real training center

5.28 The major contribution of the ancient Greeks to modern education was their

- a. emphasis upon the development of individual personality
- b. subordination of the individual to the welfare of the state
- c. stress upon physical fitness
- d. high moral and religious standards
- e. attitude toward female education

5.29 Roman education can be described best as emphasizing

- a. utility
- b. originality
- c. aesthetics
- d. militarism
- e. fine arts

5.30 The content of the Laws of the Twelve Tables was most similar to

- a. the Ten Commandments
- b. the teaching of Confucius

- c. the laws of Lycurgus
- d. Plato's Republic
- e. Solon's reforms

5.31 "A good man skilled in speaking" was the educational goal of the

- a. Persians
- b. Romans
- c. Saracens
- d. Jesuits
- e. Puritans

5.32 The *vir bonus* of Graeco-Roman education stressed

- a. moral character
- b. wide culture
- c. speaking ability
- d. all of the above
- e. a and c only

5.33 Which of the following was not true of the "School of the Grammaticus"?

- a. It included Greek as well as Latin.
- b. It was privately-controlled and supported.
- c. Its content included gymnastics and dancing.
- d. Its methods emphasized drill and dictation.
- e. Its treatment of geography was superficial.

5.34 Which of the following was not a principle advocated by Quintilian?

- a. Physical force is unnecessary if studies are attractive.
- b. Teachers should study the different nature of pupils.
- c. Teachers should be carefully selected as to qualifications.
- d. Different nature of pupils demands different treatment.
- e. None of the above.

5.35 In his writings on education, Quintilian overlooked the need for

- a. the careful selection and training of teachers
- b. gearing instruction to differences in students
- c. making studies attractive
- d. proper teacher-pupil relations
- e. none of the above

## C. Christian, Medieval and Saracenic Education

Christianity, monasticism and scholasticism  
The medieval university and grammar schools  
Feudalism, chivalric and guild education  
Saracenic education

5.36 Which of the following can not be said truthfully of the teaching methods of Jesus?

- a. They resembled those of Socrates.
- b. They were direct, objective, and personal.
- c. They applied the principle of appreciation.
- d. They used the natural motive of competition.
- e. They involved sermon, example, and dialectic.

5.37 The purpose of the catechumenal schools was to

- a. provide training preparatory to baptism
- b. enable churchmen to refute pagan charges
- c. prepare priests for their church work
- d. merge Hellenistic culture with Christianity
- e. offer advanced education to Christians

5.38 The early Christian schools which were established to train the secular clergy were called

- a. catechumenal schools
- b. catechetical schools
- c. episcopal schools
- d. chantry schools
- e. burgher schools

5.39 In monastic education

- a. the aim was salvation of the soul
- b. much manual labor was performed
- c. the content included the Seven Liberal Arts
- d. all the above answers are true
- e. answers a and b only are true

5.40 Of the monastic schools it can be truthfully said that they

- a. admitted only boys who were to take monastic vows
- b. taught mainly the Seven Liberal Arts
- c. rejected the question and answer method of teaching
- d. were administered by provincial rulers
- e. exercised little discipline over pupils

5.41 Of scholasticism it can be said truthfully that

- a. it aimed to support church doctrine by logical argument
- b. it made but little headway in mediaeval universities
- c. Anselm was often called its father
- d. answers a and c only
- e. all the above answers

5.42 In the medieval controversy between the nominalists and the realists

- a. the realists supported Aristotle's theory of the nature of universals
- b. the nominalists claimed that the church is the embodiment of the universal
- c. the realists made faith superior to reason
- d. the nominalists denied that church doctrines must be supported by reason
- e. the nominalists supported church authority over individuals

5.43 Which of the following was *not* a right or power granted the medieval universities?

- a. exemption from taxation
- b. exemption from military service
- c. power to grant a license to teach
- d. right to be tried in their own courts
- e. none of the above is a correct answer

5.44 Which of the following was *not* an effect of medieval universities?

- a. They had a democratizing effect upon their members.
- b. They increased feudal isolation and medieval provincialism.
- c. They contributed several features of modern universities.
- d. They served as a check upon arbitrary power.
- e. None of the above is a correct answer.

5.45 Which profession attained professional status first from a chronological point of view?

- a. law
- b. medicine
- c. military
- d. teaching
- e. theology

5.46 Of the medieval university, it can be truthfully said that

- a. instruction was given in the vernacular tongues
- b. the search for knowledge started with sense data
- c. the curriculum was limited to theological study
- d. the methodology of inquiry was by inductive reasoning
- e. lecture and debate were the chief techniques

5.47 Which of the following universities is correctly identified?

- a. Bologna with its emphasis on health
- b. Salerno with its emphasis on law
- c. Paris with its stress on clothing
- d. Oxford — a federation of colleges
- e. Prague — the oldest of all universities

5.48 Which of the following can *not* be said of grammar schools as medieval institutions?

- a. They encountered the competition of the guild schools.
- b. They became preparatory schools for the university.
- c. They grew out of the collegiate and cathedral schools.
- d. They taught the seven liberal arts in their best institutions.
- e. They were modeled after the court school of Vittorino da Feltre.

5.49 Feudalism or the feudal system

- a. was a political and social system, *not* an economic system
- b. developed a caste among ecclesiastics as well as among nobles
- c. was supported by churchmen claiming the sanction of the Holy Writ
- d. answers b and c
- e. none of the above

5.50 Chivalric education was education for

- a. serfs
- b. townsmen
- c. priests
- d. tradesmen
- e. nobility

5.51 Which of the following was *not* true of chivalric education?

- a. It emphasized what the universities had neglected — physical education.
- b. It practiced an ideal gallantry toward all classes of women.
- c. Through its manners and courtliness it refined feudalistic coarseness.
- d. It furnished inspiration and content for vernacular literature.
- e. It aimed to inculcate the rudiments of love, war, and religion.



**5.52 Chivalric education emphasized**

- a. manners more than morals
- b. literary training more than etiquette
- c. military as well as physical training
- d. answers *a* and *c* only
- e. all of the above answers

**5.53 Of the medieval guilds, it can be said truthfully that**

- a. they were of two types: merchant and craft guilds
- b. they constituted the internal guild organization
- c. they were democratic in organization and practice
- d. all of the above answers
- e. answers *a* and *b* only

**5.54 Which of the following was *not* true of the "guild" schools?**

- a. They were taught by priests.
- b. They were vocational only.
- c. They provided instruction in the vernacular.
- d. They were supported by the guilds.
- e. They were on an elementary level.

**5.55 The Arabs received a large part of their culture from**

- a. Christian European monks
- b. Nestorian Christian scholars
- c. Jewish and Hellenic scholars
- d. answers *a* and *b*
- e. answers *b* and *c*

**5.56 Avicenna, the great Saracenic scholar, was noted for his**

- a. System of Medicine
- b. Encyclopedia of Art
- c. establishment of elementary schools
- d. authoritative commentaries on Aristotle
- e. Koran translations

**5.57 The aims of Saracenic education can be characterized *best* as**

- a. the application of knowledge to everyday practical living

- b. intellectual gymnastics and learning for its own sake
- c. religious and moral
- d. aesthetic and social
- e. civic and philosophical

**5.58 Of Saracenic education it can truthfully be said that it**

- a. was modeled upon Scholastic content and method
- b. was limited to elementary and secondary schools
- c. contributed much to science, mathematics, and medicine
- d. secured its teachers from Christian institutions of Europe
- e. was handicapped by a clumsy notational system

**5.59 The Arabic universities**

- a. opened their doors to rich and poor alike
- b. employed experimentation and clinical practices
- c. taught geography by means of globes
- d. judged the teacher by his learning, not by his religion
- e. did all of the above

**5.60 Saracenic education and culture is important in that the Saracens**

- a. translated the works of Aristotle and other noted Greek writers
- b. took over and passed on the number system from India
- c. developed the practical sciences and the mechanical arts
- d. all of the above answers
- e. answers *a* and *b* only

**5.61 Which of the following was *not* an accomplishment of the Spanish Moors?**

- a. Introduction of gunpowder and the invention of the compass
- b. Development of an improved agricultural system
- c. Manufacture of paper, textiles, and fine steel
- d. Breeding of fine cattle, horses, sheep, and poultry
- e. None of the above is a correct answer

## D. Renaissance, Religious and Realistic Revolts

Humanism and Ciceronian degeneration

Protestant Reformation and Catholic Reaction

The Realistic revolt — its contribution to education

**5.62 Which of the following was *not* a factor in bringing about the Renaissance and humanistic movement?**

- a. the corruption and degeneration of the church
- b. the incoming of Moslem learning from Spain
- c. the results of exploration and scientific discovery
- d. the expansion of universities and supply of books
- e. none of the above is a correct answer

**5.63 Humanism as a movement in the North stressed**

- a. moral and social reform
- b. individual freedom and development
- c. Hebrew as well as Greek and Latin
- d. answers *a* and *b* only
- e. answers *a* and *c* only

5.64 The author of "Praise of Folly" was

- a. Petrarch
- b. Erasmus
- c. Chrysoloras
- d. Melanchthon
- e. Reuchlin

5.65 The Court Schools of the Renaissance

- a. featured physical, moral, aesthetic, and intellectual activities
- b. served as patterns for the Furstenschulen of Germany
- c. followed the Greek aim of harmonious development
- d. all of the above
- e. none of the above

5.66 The Court Schools of the Italian Renaissance exerted their greatest influence by

- a. identifying a liberal education with Latin and Greek
- b. establishing elementary schools as the typical institution
- c. furnishing a pattern for the guild and burgher schools
- d. abolishing mathematics, grammar, and rhetoric
- e. instituting harsh discipline and squelching activity

5.67 With the revival of learning in the late Middle Ages, the major emphasis in the school curriculum until early modern times was placed on the study of

- a. Latin
- b. German
- c. Greek
- d. answers a and b
- e. answers a and c

5.68 Which of the following was narrowly humanistic almost from the start?

- a. the early College of France
- b. St. Paul's School in England
- c. the German Furstenschulen
- d. the Gymnasium of Sturm
- e. da Feltre's Court School

5.69 By Ciceronianism was meant

- a. the study of Latin mainly for its style
- b. the study of Cicero for his philosophy
- c. the replacement of Greek by Latin
- d. all of the above
- e. none of the above

5.70 Among other things, Luther believed that

- a. any school system should be free and for boys only
- b. the state should support elementary and secondary schools
- c. Latin, Greek, and Hebrew should be taught in secondary schools
- d. all of the above answers
- e. answers b and c only

5.71 Mass education among the peoples of the West originated in the

- a. cathedral school of early Christianity
- b. schools of the Sophists of Athens
- c. Protestant vernacular reading schools
- d. preparatory sciences of Plato
- e. Catholic catechumenal schools

5.72 Which of the following was primarily a college preparatory school?

- a. guild school
- b. chantry school
- c. burgher school
- d. Latin grammar school
- e. German Furstenschulen

5.73 The schools of the Catholic teaching orders differed from those of Protestants in that

- a. the dominant aim was different
- b. the vernacular was never used
- c. girls received no formal education
- d. religious indoctrination was employed
- e. none of the above is a correct answer

5.74 The first school for teacher education, established at Reims, France, in 1685, was started by

- a. Frederick Froebel
- b. Johann Pestalozzi
- c. Rousseau
- d. Herbart
- e. Abbé la Salle

5.75 The work of the Jesuit schools was characterized by

- a. harsh, corporal punishment
- b. the Ciceronian pursuit of selected classics
- c. the absence of rivalry and emulation
- d. neglect of review and drill
- e. elaborate organization on the elementary level

5.76 Which of the following was *not* true of the Jesuit schools?

- a. They used much appeal to memory through frequent reviews.
- b. They made use of the vernacular as a vehicle of instruction.
- c. They featured the careful selection and training of teachers.
- d. Corporal punishment was rarely used.
- e. They were open to boys only.

5.77 Which of the following was *not* a reaction against Ciceronianism?

- a. Social realism
- b. Verbal realism
- c. Scholastic realism
- d. Sense realism
- e. Humanistic realism

5.78 Milton, Rabelais, and Vives belonged primarily with which of the following?

- a. humanistic realists
- b. scientific realists

- c. social realists
- d. Ciceronians
- e. sense empiricists

5.79 Among other things, Comenius believed that

- a. the education of children should start with Latin
- b. knowledge of the good can only be revealed
- c. training in judgment must precede sense data
- d. textbooks should contain good pictures
- e. pansophism was an impossible objective

5.80 Which of the following is true with respect to verbal and social realism?

- a. Most of these realists were educational writers rather than workers.

- b. These men differed mainly in their attitude toward narrow humanism.
- c. The social realist aimed to produce a scholar or a professional man.
- d. The verbal realist condemned books as a source of "real" education.
- e. Both groups were concerned with training the upper classes only.

5.81 Among the outgrowths of the realistic movement may be listed

- a. the academy in America
- b. courtly academies in France
- c. the first modern university
- d. all of the above
- e. none of the above

## E. From Francis Bacon through Rousseau

Sense empiricists; doctrine of formal discipline

Rationalism and its spokesmen

Naturalism and Rousseau

5.82 Which of the following was *not* true of Francis Bacon?

- a. He wrote of his plan for a scientific Utopia to harness nature.
- b. He failed to appreciate the place of mathematics in science.
- c. He was more concerned with educational method than with content.
- d. He worked entirely outside of the schools.
- e. He advocated the removal of all prejudices.

5.83 Which of the following is *inconsistent* with sense empiricism?

- a. DaVinci's belief that nature is subject to immutable necessity
- b. Roger Bacon's evaluation of authority, reason, and experience
- c. Newton's First Cause idea
- d. Bentham's utilitarianism
- e. none of the above is a correct answer

5.84 When Locke spoke of a "tabula rasa", he referred to his belief that

- a. the doctrine of innate ideas is essentially correct
- b. the organism reacts as a whole to a stimulus
- c. the mind "starts from scratch" in gathering sense data
- d. the mind is composed of "faculties" to be exercised
- e. the mind itself is a result of the process of evolution

5.85 John Locke can be said to have contributed the idea that

- a. the mind is not made up of faculties
- b. the mind of the new-born is a blank
- c. mental discipline is a mistaken notion
- d. all experience is an unfoldment from within

- e. theological belief is needed for right conduct

5.86 The theory of mental discipline was that

- a. the mind has faculties which can be trained by mental activities
- b. learning cannot take place unless the classroom is kept quiet
- c. there is no such thing as the transfer of training
- d. discipline is necessary to insure proper learning
- e. discipline is a mental rather than physical process

5.87 Rationalism greatly influenced Western education by

- a. bringing mathematics into the curriculum
- b. stressing the need for science laboratories
- c. condemning the mental disciplinary concept of education
- d. disproving that certain studies can develop thinking power
- e. advocating deductive reasoning as the ideal educative method

5.88 Which of the following was *not* an influence of sense empiricism upon education?

- a. Course content organized into subject-centered units
- b. The establishment of secular schools in Europe and U.S.
- c. The National Herbartian Society
- d. American technical and scientific schools
- e. None of the above is a correct answer

5.89 Which of the following was *not* an effect of rationalism?

- a. numerous utopian schemes
- b. a spirit of hope and promise
- c. an Age of Reason and of Enlightenment
- d. emphasis given to teaching what to think
- e. decreased political influence of the clergy



5.90 In judging Rousseau's naturalism, one must remember that it is based upon the idea that

- a. the child at birth is by nature good
- b. Rousseau was opposed to social organization
- c. education is primarily a negative process
- d. answers a and c only
- e. all the above answers

5.91 The educational program set forth by Rousseau

- a. was directed toward the upper classes only
- b. was primarily liberal rather than specialized
- c. excluded moral, religious, and health education
- d. all the above answers
- e. answers a and b only

5.92 Prominence in Rousseau's plan of education was given to

- a. the part played by books
- b. the role played by women
- c. ritualistic forms and religious ceremonies
- d. physical activities and sense discrimination
- e. abstract physical science and languages

5.93 Which of the following is true concerning the methodology of Rousseau's educational system?

- a. Discipline was left to the natural punishment of suffering for one's acts.
- b. All instruction involved a study of the child's abilities and interests.

- c. The child must construct his own apparatus for learning.
- d. Education was to be an unfoldment of what is within.
- e. All of the above answers are correct.

5.94 Rousseau's *major* contribution to modern education was the

- a. agricultural school
- b. kindergarten
- c. Philanthropinum
- d. use of objects in teaching
- e. philosophy of naturalism

5.95 Rousseau's influence upon education is visible in the

- a. educational philosophy of classical realism
- b. attention given to languages in the curriculum
- c. concept of permissiveness in education
- d. model schools he set up in France
- e. movement to teach religion in the schools

5.96 Which of the following was *not* an influence of Rousseau upon education?

- a. the theory that man becomes good by being shielded from evil
- b. feelings — emotions — are an important and active ingredient in learning
- c. belief in allowing the child freedom to grow and make mistakes
- d. sense and social experiences must be integrated with maturation
- e. none of the above is a correct answer

## F. The Nationalistic and Psychological Movements

Nationalistic education — France, Prussia, U.S.  
Developmentalism — leaders and contributions

5.97 Which of the following subjects is *not* stressed in the curriculum of nationalistic education?

- a. physical education
- b. vocational education
- c. geography and history
- d. language and literature
- e. none of the above is a correct answer

5.98 Nationalism and nationalistic education in France received a stimulus from

- a. the French Revolution
- b. Condorcet's writings
- c. Roland and Diderot
- d. all of the above
- e. none of the above

5.99 Nationalism as the principal function of education did not dominate the schools of Prussia until the

- a. influence of Fichte was felt

- b. rise of the French Revolution
- c. Thirty-Years War
- d. Protestant Reformation
- e. Franco-Prussian War

5.100 Of nationalistic education in U.S., it can truthfully be said that

- a. it has prevailed almost from the start of our history as a nation
- b. it has involved a battle for tax support and state supervision
- c. Horace Mann and Henry Barnard played significant roles in it
- d. answers b and c only are correct
- e. all the above answers are correct

5.101 The nationalistic conception of education accomplished the *least* in terms of

- a. developing newer methods of instruction
- b. emphasizing secular and civic education
- c. expanding the curriculum
- d. strengthening the vernacular
- e. making education universal and compulsory

5.102 The psychological movements in education, or developmentalism as it is often called, was stimulated by

- a. the theory of evolution
- b. the naturalistic movement
- c. materialistic monism
- d. all of the above
- e. none of the above

5.103 Developmentalism as an educational movement was characterized by

- a. the teacher-centered point of view
- b. the idea of development from within
- c. the view of education as merely a matter of natural growth
- d. the imposition of adult standards upon the child
- e. none of the above

5.104 Among the influences of Pestalozzi and Herbart upon education should be listed the

- a. disappearance of the Volksschulen in Europe
- b. normal school as an agency for training teachers
- c. interjection of religion into the curriculum
- d. substitution of child-centered for subject-centered teaching
- e. teaching of subject-matter through memoriter learning

5.105 One of the pioneers in elementary education reform was

- a. Benjamin Franklin
- b. DeWitt Clinton
- c. Horace Mann
- d. Johann Pestalozzi
- e. G. Stanley Hall

5.106 In his educational system, Pestalozzi

- a. stressed the teaching of history and literature
- b. neglected teacher preparation
- c. aimed to regenerate society through educating the masses
- d. felt that education of the child should start with concepts
- e. accepted the belief that children were naturally vicious

5.107 The main contribution of Pestalozzi to education was the

- a. five formal steps in teaching
- b. concept of universal public school education
- c. application to education of modified naturalism
- d. placing of education in the hands of the church
- e. development of modern textbooks

5.108 Industrial and agricultural education had its beginning in the work of

- a. DeWitt Clinton
- b. Horace Mann
- c. Johann Pestalozzi
- d. Henry Barnard
- e. Phillip Fellenberg

5.109 From Herbart, Dewey is said to have taken his

- a. theory of interest
- b. theory of recapitulation
- c. theory of the apperceptive mass
- d. theory of play
- e. theory of learning by doing

5.110 In referring to his "apperceptive mass" Herbart meant

- a. the range of objects observed in a single experience
- b. the mass of perceptions produced through visual means
- c. associated percepts stored in the subconscious area
- d. groups of sensations involved in the reflex-arc
- e. none of the above

5.111 In his writings, Herbart

- a. followed Rousseau in taking his curriculum from nature
- b. advocated the development of the separate faculty of will
- c. placed much emphasis upon manipulating "reals" outside the individual
- d. denied that interest is the *sine qua non* of educative instruction
- e. rejected the culture-epoch theory for use in secondary schools

5.112 The first kindergarten was started by

- a. Friedrich Froebel
- b. Benjamin Franklin
- c. Johann Pestalozzi
- d. DeWitt Clinton
- e. William James

5.113 Froebel is given credit for the idea of

- a. the junior college
- b. the junior high school
- c. the kindergarten
- d. the evening school
- e. the continuation school

5.114 Of Froebel's idealism it can be said truthfully that

- a. Froebel denied that education is a process of unfoldment
- b. Froebel disagreed with Hegel's idea that education is self-realization
- c. Froebel urged that learning unite knowing, feeling and doing
- d. Froebel agreed with Rousseau that the value of play is physical only
- e. Froebel's notion of self-activity was limited to manual activity

5.115 G. Stanley Hall was noted for his

- a. studies on adolescence and genetic psychology
- b. refutation of Darwin's theory of evolution
- c. elaboration of the "culture-epoch" theory
- d. answers a and c only
- e. all the above answers

## G. The Scientific and Social Movements

The scientific movement and education

The social tendency in education

Education in U.S. through World War II

5.116 By scientific determinism is meant the concept that

- a. man's destiny is shaped by scientific laws governing the universe
- b. freedom of the will is a power which determines our fate
- c. the laws of science are but the operation of the will of the Creator
- d. cause and effect relationships are but the creation of the mind
- e. educational aims and curricula should be scientifically determined

5.117 As a leader in the scientific movement in education, Thorndike can be credited with being

- a. the first to attempt a scientific measurement of the results of instruction
- b. the father of the scientific movement in education in this country
- c. the first to apply the methods of quantitative research to school problems
- d. answers a and c only
- e. answers b and c only

5.118 The beginnings of objective mental testing were made by

- a. McCall
- b. Binet
- c. Judd
- d. Terman
- e. Rice

5.119 Which of the following was *not* an aspect of the scientific movement in education?

- a. school surveys
- b. educational experimentation
- c. testing movement
- d. school building score cards
- e. none of the above answers is correct

5.120 Of the educational programs accompanying the scientific movement, one can say truthfully that

- a. the "realschule" of Germany is an example
- b. much was said about educational goals
- c. a narrow vocational type of education was the result
- d. the real values of life were scientifically analyzed
- e. none of the above is a correct answer

5.121 Among the outgrowths of the scientific movement in education can be listed

- a. the establishment of special schools of education
- b. the addition of scientific schools to colleges
- c. the I.Q., ability grouping, and objective tests

- d. answers b and c only
- e. all the above answers

5.122 Beginnings in the social emphasis placed upon education can be traced to the

- a. Charity school movement
- b. Sunday school movement
- c. Infant school movement
- d. answers a and c only
- e. all the above movements

5.123 Of the monitorial schools of the last century, it can be said truthfully that

- a. they trained teachers when no other agency was doing it
- b. they made mass education appear more practicable
- c. only the Lancasterian influence came to America
- d. answers a and b only are correct
- e. all the above answers are correct

5.124 Which of the following did *not* emphasize the social philosophy of education?

- a. John Dewey
- b. William Bagley
- c. Ross Finney
- d. Thomas Briggs
- e. none of the above is a correct answer

5.125 The social emphasis movement in education is recognizable in

- a. the Folk Schools of Denmark
- b. the Seven Cardinal Principles
- c. the advent of educational sociology
- d. all of the above
- e. answers a and c only

5.126 Which of the following is *not* true in respect to the socialization movement?

- a. Dewey's laboratory school was itself a forerunner of the movement.
- b. The viewpoint of the educational sociologist is antagonistic to the developmentalist.
- c. Most educators today feel that the ultimate goal in education is primarily social.
- d. Both Dewey and Bagley made social efficiency the aim of education.
- e. None of the above is a correct answer.

5.127 Which of the following is *not* an outcome or indication of the social emphasis in education?

- a. an increased dependency upon books
- b. stress on group work and cooperation
- c. an increased emphasis upon social studies
- d. growth in extra-curricular activities
- e. extension of public education to college level



5.128 The effects of World War II upon education are noticeable in a strong tendency to

- a. make the schools stronger supports for national policy
- b. improve the articulation between high school and college
- c. reverse the trend toward increased technological training
- d. answers *a* and *b* only
- e. all of the above answers

5.129 The social traditionalists agreed with the social experimentalists in regard to

- a. types of education to be given
- b. the use of indoctrination
- c. the function of the school in society
- d. the nature of discipline
- e. issues of adjustment and conformity

5.130 Which of the following is *not* true of the Progressive Education Association?

- a. It became the American Education Fellowship in 1945.
- b. It was established in 1919 with a Washington office.
- c. It is no longer in operation as an organization.
- d. It has pursued different objectives from time to time.
- e. None of the above is a correct answer.

5.131 The Essentialist Manifesto was mainly

- a. a condemnation of the extremes of the Progressive movement
- b. a call for indoctrination for a new collectivistic society
- c. a condemnation of C.C.C. and N.Y.A. educational ventures

- d. a plea to reduce wartime education to the barest essentials
- e. none of the above

5.132 The program of the Essentialists stressed

- a. the drill type of teaching method
- b. the deductive approach in teaching
- c. effort rather than interest
- d. answers *a* and *c* only
- e. all the above answers

5.133 Which of the following constitutes the Essentialist position?

- a. Activities will integrate learning.
- b. Direct experience is most educative.
- c. The teacher should disregard the child's interests.
- d. The teacher should guide as a group member.
- e. Effort is valuable no matter how induced.

5.134 The main body of the Progressive Education Association movement

- a. condemned the rigid curriculum made in advance
- b. rejected the concept of education for a planned society
- c. stressed emotional and physical rather than intellectual education
- d. answers *a* and *b* only
- e. answers *a* and *c* only

5.135 The Progressives and Essentialists were in agreement concerning

- a. the child-centered school
- b. logically organized courses
- c. the nature of the goals of education
- d. the role of freedom and of interest
- e. none of the above answers

## H. Conflicting Ideologies, UNESCO and Comparative Education

Nazi-fascist-communistic ideology and education

UNESCO — its educational function

Education in Great Britain, France and Europe

5.136 The characteristics of the Nazi and Fascist states *differed* in respect to

- a. their opposition to liberalism
- b. their beliefs respecting the role of women
- c. their treatment of the Jews
- d. their opposition to breaking the state into groups
- e. none of the above

5.137 In which of the following does Russian Communism differ from the Nazi-Fascist society?

- a. attitude toward women
- b. principle of anti-individualism

- c. nature of their collectivism
- d. answers *a* and *c* only
- e. all the above answers

5.138 Which of the following was *not* true of the Nazi educational system?

- a. Women and Jews were on a quota system in the universities.
- b. Elementary school teachers were denied a university education.
- c. The order of stress was: intellectual, physical, moral education.
- d. The system followed the principle of state antipluralism.
- e. None of the above is a correct answer.

5.139 Which of the following was *not* true of Fascist education?

- a. All children went to the same schools.
- b. Religion was made the tool of the state.
- c. University professors were denied academic freedom.
- d. Intellectual education was subordinated to physical education.
- e. Jewish teachers could teach in Jewish schools only.

5.140 Education in Communist Russia differs from that of the former Nazi-Fascist states in respect to

- a. the use of indoctrination as a method
- b. the level of education of the teacher
- c. the function of youth groups in the total picture
- d. the role of all teachers as servants of the state
- e. none of the above

5.141 Which of the following is *not* one of the aims and purposes of UNESCO?

- a. Help end educational isolationism
- b. Promote intellectual interdependence
- c. Help unite peoples of the world
- d. Help formulate a lasting peace
- e. Promote pride in nationalistic groups

5.142 UNESCO has as one of its many promising activities a campaign to provide

- a. education for all adults of the member nations
- b. universal, free, compulsory, primary education
- c. free education for those who desire it
- d. indoctrination against the dangers of communism
- e. compulsory education on the secondary level

5.143 In England, students are selected for continued studies in most academic secondary schools on the basis of

- a. their expressed desire to attend
- b. the judgment of their sponsors
- c. the recommendation of their principal
- d. their religious affiliation
- e. the results of standardized tests

5.144 The phrase "equal educational opportunity" in Great Britain means

- a. equal opportunity for all children to have access to higher education
- b. equality of the type of education available for each child
- c. equality of educational standards for each child
- d. equality of educational opportunity for each child
- e. equal opportunity to have the type of education for which one is suited

5.145 Which of the following is characteristic of education in France?

- a. It is a highly decentralized system.
- b. All children complete secondary school.
- c. Homework and examinations are stressed.
- d. It stresses extra-curricular activities.
- e. It is compulsory through grade twelve.

5.146 Universities in Europe differ markedly from those in America in that

- a. most of one's general education is finished before he enters the European university
- b. European higher education is more restricted than it is in the U.S.
- c. student life in Europe is less highly organized than it is in America
- d. all of the above are true
- e. none of the above is true

# Chapter 6

## Philosophy of Education

### A. Philosophy and Education Today

The nature of philosophy and of education

Purpose, functions and need of educational philosophy

The present status of educational philosophy

**Directions:** From the five alternates in each item, make a selection which will *best* and *most adequately* complete the statement or answer the question, as the case may be.

You may check your choice by turning to the answers given at the end of this book.

6.1 An absolute is defined as that which

- a. everyone believes is true
- b. requires proof of its validity
- c. is said to be universally valid
- d. has been found to be true
- e. is false in all particulars

6.2 Eclecticism is a belief or practice which

- a. considers that all philosophers are in error
- b. uses practical results as standards of value
- c. denies the need for accepting any criteria
- d. borrows views from many different philosophies
- e. emphasizes first one philosophy then another

6.3 An eclectic is one who

- a. rejects all philosophical positions
- b. believes in the existence of universals
- c. denies it is possible to know reality
- d. is skeptical of all value judgments
- e. takes beliefs from several philosophies

6.4 The word "transcendentalism" means a

- a. belief in the doctrine of immanence
- b. moving from deductive to inductive logic
- c. doctrine of first principles derived from use of the senses
- d. going beyond man's experience for knowledge of truth
- e. philosophy which depends upon reason for its beliefs

6.5 Which of the following does *not* represent the concern of philosophers?

- a. Should poetry be studied by the whole or part method?
- b. Is man a part of or is he independent of nature?
- c. What is the goal of education?
- d. Should one follow or fight group mores?
- e. What should be the source of values?

6.6 Dewey liked best the following definition of education:

- a. education as a product
- b. recapitulation
- c. acquisition of knowledge
- d. reconstruction of experience
- e. preparation for life

6.7 Which of the following is *not* a purpose of educational philosophy?

- a. to professionalize the job of teaching
- b. to clarify values and aims in teaching
- c. to increase the teacher's love of, and control over, the pupils
- d. to critically examine assumptions behind educational practice
- e. to enlighten teachers as to the origin of educational differences

6.8 It is the function of educational philosophy to

- a. improve the teacher's knowledge of his subject
- b. examine the rational foundations of school practice
- c. rationalize pedagogical theories now being put forth
- d. answers b and c only
- e. answers a and b only

6.9 Teachers need to study educational philosophy *mainly* because

- a. few, if any, teachers have a philosophy
- b. most teachers follow a wrong philosophy
- c. teachers are incapable of formulating their own philosophy
- d. most teachers don't know anything about educational philosophy
- e. teachers may improve their work by clarifying their philosophy



**6.10** Concerning educational philosophy today, it can be said truthfully that

- a. there are several different philosophies in practice
- b. the differences between the philosophies are clear-cut
- c. 100% exemplification of a philosophy is rarely found
- d. answers *a* and *c* only
- e. all the above answers

**6.11** Concerning the classification of philosophy of education, it can truthfully be said that

- a. the classification of essentialism and progressivism is generally accepted
- b. the generally accepted classification today involves four categories
- c. Bacon's "revelation, reason, and experience" covers all classifications
- d. supernaturalism and naturalism would suffice for all classification
- e. none of the above is a correct answer

**6.12** Four of the following have something in common. Which one does *not* belong in the group?

- a. Idealism
- b. Naturalism
- c. Dualism
- d. Traditionalism
- e. Transcendentalism

**6.13** That which educators criticize most severely in the practices of the so-called Progressive schools might *best* be termed

- a. idealism

- b. realism
- c. scholasticism
- d. laissez-fairism
- e. transcendentalism

**6.14** Four of the following have something in common. Which one does *not* belong in this group?

- a. Essentialism
- b. Experimentalism
- c. Pragmatism
- d. Instrumentalism
- e. Progressivism

**6.15** Generally speaking, one would identify

- a. Rousseau with supernaturalism
- b. Hutchins with experimentalism
- c. Breed with idealism
- d. Brameld with reconstructionism
- e. Dewey with perennialism

**6.16** The traditional school is usually associated with

- a. the activities program
- b. the Great Books theory
- c. the recitation of lessons
- d. the integration of subjects
- e. pupil-teacher planning

**6.17** The philosophy dominating our public schools today can *best* be characterized by

- a. reconstructionism
- b. supernaturalism
- c. pragmatism
- d. essentialism
- e. realism

## B. Contributions of Plato and Aristotle to Educational Philosophy

Plato — knowledge is recalled

Aristotle — knowledge is discovered

Significance of the two theories to education

**6.18** Plato's contribution to educational philosophy consisted of

- a. attempting to reconcile the conflict between the theories of stability and change
- b. laying the foundation for pragmatism
- c. revealing the fallacy of innate ideas
- d. teaching that individual man is the measure of all things
- e. denying that there is any knowledge which is universally valid

**6.19** The method of recall, revelation, and unfoldment have in common

- a. the assumption of equal ability possessed by all individuals
- b. the use of the same agent in transmitting knowledge of the good
- c. the belief that there is but one form of good, an absolute

- d. the idea that knowledge of the good is born with the individual
- e. none of the above

**6.20** Which of the following is *not* a means of inducing the recall of knowledge according to Plato's theory?

- a. a study of sense data
- b. conditioning of the mind
- c. the use of the Socratic method
- d. the method of contemplation
- e. chance sensory stimulation

**6.21** To Plato, the *main* role of education was to

- a. cultivate the personality of each individual
- b. develop the power of contemplation
- c. strengthen the power of perception
- d. train each person for a vocation
- e. aid the learner to recall facts taught him

6.22 Plato's theory called for an educational program in which

- a. the unfit were to be eliminated and the fit located
- b. education was life itself, not a preparation for life
- c. the validity of mental discipline was denied
- d. his "science" was for workers; his dialectic for rulers
- e. the transfer of training played no part

6.23 Aristotle disagreed with Plato in respect to the belief that

- a. there are universals
- b. the state should control education
- c. slaves should be excluded from education
- d. ideas are the reals
- e. contemplation has value

6.24 Of the doctrine of immanence it can be said truthfully that it

- a. pictures the world as an unfriendly place
- b. implies that knowledge of the good is in the world about us
- c. distrusts the senses and unaided reason
- d. supports Plato's theory of reality
- e. locates the source of knowledge outside the world of sense and reason

6.25 In Aristotle's theory of knowledge,

- a. knowledge of form and knowledge of the good are different things
- b. the intellect has a sixth sense which automatically integrates analytical judgments
- c. the good is the same for all who use right thinking
- d. truth is non-existent until man creates it through reorganizing his experiences
- e. ideas exist as absolutes and are the only true reals

6.26 Aristotle's theory of knowledge included the belief that

- a. man is born with true knowledge in him
- b. the syllogistic major premise is obtained through deduction
- c. true knowledge consists of universals
- d. universals are established deductively

- e. in the search for universals, the world of particulars must be ignored

6.27 Aristotle's theories denied that

- a. the universe is orderly, reasonable, and purposeful
- b. nature endowed man with sense perception and memory
- c. the intellect can infer universal truths from particular objects
- d. the intellect intuitively reliable judgments about cosmic design
- e. all true knowledge is obtained through deduction

6.28 Which of the following reflects to the greatest extent the beliefs of Plato?

- a. The liberal arts college
- b. The cosmopolitan high school
- c. The differentiated curriculum
- d. The science laboratory
- e. The vocational high school

6.29 The roots of Hutchins' philosophy of education can be found in

- a. Rousseau's insistence that nature must lead the way
- b. Allen's emphasis upon vocational studies
- c. Aristotle's belief in intellectualism for its own sake
- d. Aquinas' acceptance of the two-fold truth
- e. none of the above

6.30 The influence of Aristotle can be seen in the

- a. theory that the good is many rather than one
- b. educational programs with vocational subjects
- c. belief that the universe is constantly changing
- d. philosophy of Catholic education
- e. rejection of the mental discipline theory

6.31 Aristotle's teachings became the philosophic foundation for

- a. naturalism
- b. classical realism
- c. reconstructionism
- d. experimentalism
- e. empiricism

## C. Knowledge Through Revelation, Deduction and Induction

Supernaturalism, divine right and education  
Scholasticism, Aquinas and the medieval university  
Rationalism — basis, leaders, influence

6.32 The concept of other-worldliness was absent from

- a. Plato's theory of ideas
- b. naturalism of the Greeks
- c. the beliefs of Epicureans
- d. the beliefs of Neoplatonists
- e. the cult of Orphism

6.33 The doctrine of the divine right of kings was rooted in the

- a. doctrine of original sin
- b. claim of divine approval
- c. doctrine of innate ideas
- d. answers a and b only
- e. all the above answers

**6.34 The "doctrine of the two swords"**

- a. denied the supremacy of the church in spiritual matters
- b. was inconsistent with the doctrine of infallibility
- c. referred to the separation of Protestants from the church
- d. was a forerunner of the separation of Church and State
- e. referred to the dual authority of the Bible and the Pope

**6.35 Revelation differed among primitive peoples and among Hebrews, Catholics, and Protestants, in respect to**

- a. the agent for transmitting true knowledge
- b. the interpretation of the revealed knowledge
- c. the location of the source of true knowledge
- d. all the above answers
- e. answers a and b only

**6.36 Mass education among peoples of the West originated in the**

- a. palace school of Charlemagne
- b. court school of Vitterino da Feltre
- c. catechumenal and catechetical schools
- d. Protestant vernacular reading schools
- e. Catholic schools of the Jesuit Society

**6.37 Which of the following statements would be consistent with the theory that knowledge of the good is received through revelation?**

- a. Education should exclude the study of foreign languages.
- b. Formal reading instruction should be delayed until age 12.
- c. Education should consist of abstract subjects like dialectics.
- d. Punishment should be limited to what nature imposes.
- e. All learning should be subordinated to religious dogma.

**6.38 The educational philosophy which is rooted in revelation as a method of receiving knowledge of the good is called**

- a. naturalism
- b. supernaturalism
- c. classical realism
- d. romantic naturalism
- e. pragmatism

**6.39 Scholasticism was a movement which involved**

- a. a substitution of logical reasoning for authority
- b. the use of premises not subject to questioning
- c. the defense of church doctrines against heresy
- d. answers b and c only
- e. all the above answers

**6.40 Which of the following was *not* involved in the medieval controversy between the realists and nominalists?**

- a. differences respecting the nature of universals
- b. emphasis given to Aristotle's deductive logic

- c. claims that reason is subordinate to faith
- d. challenges to the authority of church dogma
- e. a nominalist victory which lasted centuries

**6.41 The significance of "Ockham's razor" was that it**

- a. negated the doctrine of the two-fold truth
- b. widened the gap between philosophy and theology
- c. opened the way for humanism and rationalism
- d. answers b and c only
- e. answers a and b only

**6.42 Which of the following was *not* an origin of the Thomistic supernaturalist philosophy of education?**

- a. Early Christianity's exclusive concern with life after death
- b. Beliefs of the Deists, especially the doctrine of immanence
- c. The writings of Thomas Aquinas
- d. The philosophy of Aristotle
- e. The logical systems of Scholastics

**6.43 Thomas Aquinas took the position that**

- a. human reasoning is one way of discovering knowledge
- b. there is a natural conflict between faith and reason
- c. Aristotle's universals were the thoughts of God
- d. answers a and c only
- e. answers a and b only

**6.44 Which of the following was *not* an origin of the Thomistic supernaturalist philosophy of education?**

- a. early Christianity's exclusive concern with life after death
- b. beliefs of the Deists, especially the doctrine of immanence
- c. the logical systems of the Scholastics
- d. the realistic philosophy of Aristotle
- e. none of the above is a correct answer

**6.45 The medieval university was dominated by**

- a. scholasticism
- b. nominalism
- c. verbal realism
- d. social realism
- e. rationalism

**6.46 Rationalism was a movement which called for**

- a. faith in the power of unaided reason to discover truth
- b. the substitution of Aristotelian authority for that of the church
- c. the reconciliation of church dogma with the new science
- d. the substitution of reasoning for foolish utopias
- e. none of the above

**6.47 The beliefs of Francis Bacon included**

- a. the rejection of the hypothesis



- b. a refusal to discuss theology
- c. the claim that Aristotle was in error
- d. consideration of "negative instances"
- e. all of the above

6.48 Which of the following was *not* a basis for rationalism?

- a. the use of self-evident truths as first principles
- b. the development of knowledge from mathematical reasoning
- c. the collection of sense data in discovering truths
- d. the use of inductive reasoning as the method of inquiry
- e. none of the above is a correct answer

6.49 Calculus was developed by

- a. Francis Bacon
- b. Descartes
- c. Leibnitz
- d. Spinoza
- e. Thomas Hobbes

6.50 Among the effects of rationalism can be listed

- a. the disciplinary concept of education
- b. the emphasis placed upon mathematics
- c. the establishment of schools by rationalists
- d. answers *a* and *b* only
- e. all the above

## D. Romantic Naturalism and Sense Empiricism

Naturalism and Rousseau

Sense empiricism and utilitarianism

6.51 Rousseau's romantic naturalism was *opposed* to the

- a. idea that feelings are a part of nature
- b. doctrine of man's innate depravity
- c. idea of field trips and experimentation
- d. doctrine of education as unfoldment
- e. idea of meeting the demands of the child

6.52 According to the doctrine of innate depravity

- a. the soul has had contact with ideas prior to joining the body
- b. man is born in sin, hence must make some type of atonement
- c. it is impossible to measure a substance without changing it
- d. limitations upon man's intelligence are set at birth
- e. knowledge of the good is in the world around us

6.53 To educate "according to nature" means

- a. to return to the natural as opposed to the artificial in life
- b. to educate according to the natural laws of human development
- c. to study natural laws and apply them to the educational process
- d. none of the above
- e. all of the above

6.54 Rousseau's naturalism was like the rationalism of the Encyclopedists in respect to

- a. its support of the state's absolute authority
- b. its glorification of the intellect
- c. its emphasis upon feeling
- d. its emphasis upon the rights of the individual
- e. none of the above

6.55 Rousseau's theories of education involved the belief that

- a. infants should be taken from their mothers and given special training
- b. readiness is an important factor in teaching the child
- c. the child should be disciplined by corporal punishment
- d. textbooks should play a leading role in Emile's education
- e. intellectual and moral principles are absent in each person at birth

6.56 Which of the following is *not* a basic principle of naturalism?

- a. The child is educated only by his own responses to stimulation.
- b. Nothing should be learned on the authority of others.
- c. Teachers are but instruments for carrying out nature's purposes.
- d. Nothing must be done for the pupil that he can do himself.
- e. None of the above is a correct answer.

6.57 Which of the following reflects to the *greatest* extent the educational theories of Rousseau?

- a. Progressive education
- b. Essentialism
- c. Supernaturalism
- d. Classical realism
- e. Laissez-fairism

6.58 The influence of Rousseau's theories may be seen quite definitely in the

- a. great books theory of men such as Hutchins
- b. materialistic ideas of modern perennialists
- c. pupil-centered emphasis of laissez-fairists
- d. dogma-centered education of church schools
- e. tradition-challenging role of the idealists

- 6.59 Which of the following is *not* an effect of Rousseau's doctrine of innate goodness of man?
- encouragement of submission to authority
  - faith in intuitive judgments of mankind
  - respect for the rights and worth of persons
  - belief in the equality of all mankind
  - none of the above is a correct answer
- 6.60 The empiricism of John Locke
- attacked the reliability of sense impressions
  - rejected the doctrine of innate ideas
  - avored the syllogistic logic of Aristotle
  - denied that the mind is a "tabula rasa"
  - advocated a strictly classical curriculum
- 6.61 The sense empiricists believed that
- the good life is achieved by conforming to the laws of nature
  - physical objects have an inner power of initiative
  - physical phenomena are the products of immutable necessity
  - none of the above is true
  - answers *a* and *c* are true
- 6.62 Sense empiricism involved a belief that
- the universe is a machine operated by fixed laws
  - the world about us is an evil to be avoided
  - true knowledge starts with first principles that are self-evident
  - the discovery of knowledge begins and ends in recall of ideas
  - extending scientific method into the social realm is futile
- 6.63 Determinism is a term applied to the
- measurement theory of Terman
  - classic concepts of Hutchins
  - essentialist notions of Bagley
  - instrumental beliefs of Dewey
  - naturalistic ideas of Froebel
- 6.64 The method of sense empiricism calls for
- isolating but not limiting the specific problem
  - disregarding data which fail to support the hypothesis
- 6.65 In searching for laws governing society, Jeremy Bentham maintained that
- the objective of society should be the greatest good to the greatest number
  - good can not be distinguished from not-good on a strictly quantitative basis
  - the law of cause and effect governs inanimate objects but not social man
  - the pleasure-pain theory lacked logical validity
  - authority, reason, and experience are equally valid
- 6.66 In setting forth his theory of learning, Herbart viewed
- one's actions as unrelated to what one knows
  - the student as a passive learning agent
  - learning as a process of building the right apperceptive mass
  - answers *a* and *c*
  - answers *b* and *c*
- 6.67 Pestalozzi believed
- that concepts are derived from percepts
  - that children are by nature vicious
  - that teachers are born and not made
  - all of the above
  - none of the above
- 6.68 Which of the following was *not* an effect of the influence of Pestalozzi and Herbart?
- development of teacher training institutions
  - establishment of new schools for the masses
  - recognition of the role of the senses in developing understanding
  - appearance of natural and social sciences in the curriculum
  - none of the above is a correct answer

## E. Natural Selection and Idealism

Natural selection theory and education

Hegel and Marxian dialectic; Social Evolutionists

Modern idealists

- 6.69 In the natural selection theory concerning discovery of the good there is *no* place for
- the doctrine of evolutionary creation
  - the use of popularity as a test of the good
  - a belief in the immutability of species
  - a belief in determinism of any kind
  - the use of statistics as a discovery tool
- 6.70 Those that believe that knowledge of the good is obtained through the process of natural selection
- maintain that survival is the real test of what is good
  - accept the theory of spontaneous generation
  - accept the theory of instantaneous creation

- d. oppose the study of society to determine what the school should teach
- e. believe that good is relative to man's impulses or nature

6.71 In the United States, Darwin's theory of evolution formed the background of

- a. essentialism
- b. classical realism
- c. pragmatism
- d. supernaturalism
- e. idealism

6.72 The effect of Darwin's theory of evolution was to

- a. cause Dewey to advocate teaching people to think as a good in itself
- b. strengthen the position of idealism because of its support of the status quo
- c. weaken the position of pragmatism and instrumentalism
- d. furnish a foundation to Dewey's views on the nature of the universe
- e. disrupt all philosophical views as applied to education

6.73 Which of the following was *not* an effect of natural selectionist theories of learning?

- a. Attention was given to real-life needs of the students.
- b. Students were considered passive agents in the learning process.
- c. Factor analyses were made of adult activities in society.
- d. The training programs in normal schools were expanded.
- e. Grade-placement and sequence of learning studies were made.

6.74 The evolutionist explained the differences in individual performance in terms of

- a. structural differences in the nervous system of individuals
- b. the functioning of guidance programs in the school
- c. homogeneous grouping
- d. a greatly expanded curriculum
- e. careful grade placement of pupils

6.75 To the natural selectionist, the reflex-arc concept

- a. strengthened the doctrine of special status of man
- b. made physical structure the connecting link between stimulus and behavior
- c. was weakened by Darwin's theory of evolution
- d. made "mental chemistry" the connecting link between stimulus and behavior
- e. placed very little emphasis upon the synaptic area

6.76 Hegelian dialectic differed from the Marxian or the Social Darwinian in that Hegel's

- a. lacked an evolutionary concept
- b. contained a predetermined objective

- c. included the idea of a conflict
- d. saw value in studying history
- e. none of the above is a correct answer

6.77 In his dialectic, Marx claimed that

- a. the means determine the ends
- b. nature demands a class rule
- c. evolutionary processes cannot be hastened
- d. the struggle for survival is a material one
- e. government is best which governs least

6.78 The social evolutionists *denied* that

- a. the good is determined by nature
- b. the process of nature is irresistible
- c. natural selection affects social institutions
- d. the theory of evolution can be applied to society
- e. the good is relative to man's inner nature

6.79 Immanuel Kant believed that

- a. knowledge of the good is constructed by man
- b. man's value judgments conflict with activities limited by time and space
- c. there are two realms of human experience both of which are beyond human control
- d. the mechanistic world absolves man of personal responsibility for what occurs
- e. none of the above is a correct answer

6.80 Hegel's beliefs included

- a. the denial of value in the study of history
- b. the idea of an evolving cosmic plan
- c. the thesis-antithesis-synthesis sequence
- d. answers a and b
- e. answers b and c

6.81 The teaching of Froebel grew out of his belief that

- a. the aim of education was self-realization as a part of God's plan
- b. spiritual meanings lay behind all phenomena, even play
- c. the method of education should be self-activity, an unfoldment
- d. all of the above answers
- e. answers a and b only

6.82 The educational philosophy of William T. Harris included a belief

- a. in an Hegelian Absolute
- b. in education as self-realization
- c. in faculty psychology
- d. answers a and b only
- e. all the above answers

6.83 Concerning the educational philosophy of H. H. Horne, one can say truthfully that he

- a. disagreed with Harris regarding faculty psychology
- b. felt that the learner is destined to become that which he is
- c. was influenced by William James' views on habit and effort
- d. answers b and c only
- e. all the above answers



6.84 Which of the following is a living exponent of the educational philosophy of idealism? (1962)

- a. Gentile
- b. Russell
- c. Greene
- d. Childs
- e. Broudy

6.85 In terms of school matters, the position of idealism would

- a. negate the importance of subject matter
- b. see education as a preparation for the future
- c. stress the need for meeting social changes
- d. focus upon the creative originality of pupils
- e. deny the value of symbols in education

## F. The Theory That Knowledge Is Constructed

Criticisms of authoritarianism and other theories

Pragmatism — origins, beliefs, leaders, influence

6.86 Authoritarianism is *least* likely to exist when

- a. the good is identified with a cosmic plan or universal intelligence
- b. men follow literally a fixed code or tradition
- c. the status of the common man is a subordinate one
- d. society assumes that individuals know best what is good for them
- e. the good is available only to the endowed few

6.87 Recent scientific developments seem to have fully substantiated

- a. the view that scientific knowledge can be final knowledge
- b. Newton's laws regarding the conservation of mass and energy
- c. the view that the observation is independent of the observer
- d. the view that matter is dynamic and unfixed rather than static
- e. Newton's inference concerning the behavior of all matter

6.88 As to the reflex-arc theory, the Gestalt position is

- a. in marked contrast with that of Dewey and Thurstone
- b. one which supports the trial-and-error learning theory
- c. that a stimulating factor appears differently to different people
- d. that a person's behavior is unrelated to how he organizes his environment
- e. that a causal relationship exists between stimulus and response

6.89 Dewey, Thurstone, and other theorists, in rejecting the reflex-arc theory, maintained that

- a. each element in the reflex-arc is independent of the other elements
- b. the stimulus is merely what the experimenter can observe
- c. behavior begins with the individual rather than an outside stimulus

d. the stimulus gives no direction to the individual's action

e. there is little place for subjective quality in man's behavior

6.90 James' view of thinking differed from that of the physiological psychologist's in that James

- a. thought that thinking was a mental habit acquired by trial-and-error
- b. viewed thinking as a mode of adaptation to a deterministic environment
- c. believed that an idea is a sudden reconstruction of things by the learner
- d. believed that thinking was a stimulus-response circuit
- e. believed that ideas were really discoveries rather than inventions

6.91 According to Dewey

- a. we can not influence future events by the selection of our present course of action
- b. reason is the use of intelligence in the construction of knowledge of the good
- c. all our ideas are forced upon us by an environment that is machine-like
- d. the role of intelligence is such as to assume a universe that is static
- e. intelligence can quicken the pace, but evolution dictates the future of man

6.92 In the Dewey theory of how we think

- a. the logical method of inquiry is ruled out
- b. the experimental method is used exclusively
- c. neither the logical nor the experimental method is involved
- d. ideas produced by any method must be tested in experience
- e. complete freedom of inquiry is unnecessary

6.93 Concerning the source of new ideas, the James-Dewey theory is that

- a. new ideas are mental mutations which we ourselves are powerless to bring about
- b. new ideas spring from sense experience rather than from mental variations
- c. biological or "cerebral instability" can cause new ideas to appear

- d. new ideas are independent of our personalities and previous experiences
- e. none of the above

**6.94** The field psychologist's conception of intelligence is that

- a. intelligence is determined by the complexity and modifiability of the central nervous system
- b. the aptitude test is a measure of the limits of future development
- c. the I.Q. test score should be interpreted in part as familiarity with test materials
- d. achievement and aptitude tests are independent of previous experience
- e. intelligence is a constant which is unaffected by environmental changes

**6.95** Organismic psychology

- a. supports the theory of mental discipline
- b. is consistent with the gestalt learning theory
- c. is but another name for association psychology
- d. opposes the beliefs of field psychology
- e. is consistent with the reflex-arc theory

**6.96** Pragmatism, as an educational philosophy, assumes that

- a. knowledge of the good is available to only a few
- b. learning takes place through pure trial-and-error
- c. prediction can be made only in terms of probabilities
- d. laws governing the universe are the only universals
- e. the nature of the universe is best described by stability

**6.97** The theory that knowledge of the good is constructed differs from other theories in

- a. identifying the good with an intangible universal intelligence or plan

- b. advocating placing social controls in the hands of an elite class
- c. undertaking to follow literally a fixed code or tradition
- d. placing importance on the source of an idea
- e. judging truth in terms of consequence of an act

**6.98** Among the educational reforms inaugurated by those who believe that knowledge of the good is constructed can be listed the

- a. introduction of several radically different types of institutions
- b. change from a pupil-centered to a subject-centered classroom
- c. giving to pupils practice in the problem-solving method
- d. setting up of group standards uniformly administered
- e. purposive teaching of moral values through religious experience

**6.99** Which of the following is consistent with the theory that knowledge of the good is constructed?

- a. Conditioned reflex as a theory of learning
- b. Faculty psychology
- c. Learning as problem-solving and insight
- d. Ideas as photographic copies of sense objects
- e. Uniformity in curriculum content

**6.100** Which of the following is implied by the theory that knowledge of the good is constructed?

- a. A curriculum set up by experts to be followed by the teachers
- b. Indoctrination for American democratic ideals
- c. Opportunity for pupils to make choices even if wrong
- d. Removal of censored books from our libraries
- e. none of the above

## G. Philosophical Questions Underlying Education

Metaphysical questions

Epistemological questions

Axiological questions

**6.101** Metaphysics deals with the nature of

- a. truth
- b. values
- c. reality
- d. knowledge
- e. logic

**6.102** As to the question of the nature of the universe, the

- a. realist sees it as materialistic and systematic
- b. pragmatist sees it as fixed and intellectual
- c. idealist sees it as being without a purpose

- d. three groups agree that it is governed by the same laws, spiritual and natural
- e. three groups agree as to its being of a dynamic and transcendental nature

**6.103** To the modern realist, reality

- a. is to be found in the individual himself
- b. consists of the great, unchanging truths pervading and ruling the universe
- c. is identified with God and the church
- d. consists of sense percepts and concepts which scientific study confirms
- e. is not fixed, but is relative with respect to time, place, and circumstances

6.104 Which of the following is an *incorrect* statement concerning the opposition to Dewey's philosophy?

- a. Catholics objected to basing an educational philosophy exclusively upon nature.
- b. Essentialists felt that common learnings were being sacrificed for individualism.
- c. The new realists insisted that reality existed apart from the learner.
- d. Conservatists feared the assumption of instability in our institutions.
- e. Hutchins supported the dynamic theory but rejected any naturalistic idea.

6.105 In terms of school matters,

- a. the pragmatist would trust education to the venerable traditions
- b. the scientific realist would deny that there is a science of education
- c. the idealist would emphasize objective measurement and method
- d. the perennialist would support life adjustment curricula
- e. none of the above is correct

6.106 Concerning the nature of the mind, the pragmatist sees the latter as

- a. a faculty transcending the physical world
- b. a ready-made structure needing only to be exercised
- c. a something built in the very process of experiencing
- d. a substance entirely different from the body
- e. none of the above

6.107 From the angle of epistemology,

- a. the pragmatist says truth must be obtained through objective rather than subjective means
- b. the idealist rejects the dualism of man and nature by making man a part of nature
- c. the realist maintains that truth is arrived at through logical contemplation and revelation
- d. the pragmatist says man's mind is a product of biological evolution
- e. none of the above is correct

6.108 Those whose educational philosophy is rooted in pragmatism

- a. reject the scientific method of experimentation
- b. maintain that complete objectivity is possible
- c. accept the stimulus-response learning theory
- d. consider that the I.Q. is innate and constant
- e. claim that knowledge is tentative; truth is relative

6.109 Concerning the nature of truth,

- a. the idealist says it is an absolute discovered through reasoning and intuition
- b. the realist says it is constantly changing and is a concept that is man-made
- c. the pragmatist says it consists of laws governing the physical world of man
- d. the rational humanist says it is whatever man in his society makes it
- e. none of the above is correct

6.110 Concerning the origins of knowledge or truth,

- a. the supernaturalist says it is revelation
- b. the perennialist says it is the Great Books
- c. the realist says it is scientific laws
- d. answers a and b only
- e. all the above answers

6.111 By axiology is meant a study of the

- a. nature of the universe
- b. laws governing reasoning
- c. nature of values
- d. nature of reality
- e. nature of knowledge

6.112 As to the question of values,

- a. the realist and the idealist both obtain their values from man's experiences
- b. the pragmatist and the idealist derive their values from sources outside of man
- c. the idealist and the realist both obtain their values from intuition and reason
- d. the pragmatist and the realist reject supernaturalism as a satisfactory source of values
- e. none of the above is correct

## H. Philosophy and Educational Aims, Curricula and Methods

Aims — nature, sources and treatment

Curriculum — basis, emphasis and nature

Method — interest, freedom, evaluation, subject organization

6.113 According to Dewey, a good aim need *not*

- a. be capable of alteration and experimentation
- b. grow out of actual conditions encountered
- c. consist of something to be attained or possessed
- d. free one for continuing activity
- e. influence the steps taken to reach the end

6.114 The Essentialists would get their aims of education from

- a. the Great Books
- b. our traditions
- c. pupil interests
- d. the church
- e. pressure groups



6.115 In determining the aims of education, the

- a. idealist would use the interests and needs of pupils in the present
- b. supernaturalist would accept uncritically the aims listed by the church
- c. pragmatist would accept only those aims which resulted from a study of society
- d. realist would accept only those aims which emerge from a study of the situation
- e. romantic naturalist would accept only those aims which are determined in advance

6.116 The classical realists would stress as their aim in education

- a. adjustment to nature
- b. realization of the self
- c. development of the intellectual virtues
- d. preparation for one's vocational pursuits
- e. salvation of the soul

6.117 The question of who shall be educated is inextricably tied to

- a. the aim of education
- b. the philosophy of society
- c. the kind of government
- d. all of the above
- e. none of the above

6.118 By curriculum is meant

- a. all the educative experiences under the school's jurisdiction
- b. all the educative experiences minus the organized sports program
- c. all the educative experiences minus the extra-curricular program
- d. the subject offerings of the school
- e. the academic offerings of the school

6.119 In the eyes of the *idealist*, the value of an educational experience depends upon

- a. whether or not the pupil has been properly motivated
- b. whether or not it preserves accepted institutions
- c. the extent to which it satisfies pupil desires
- d. the manner in which it affects future experience
- e. the amount of enjoyment experienced by the pupil

6.120 As to the question of what kind of education should be given,

- a. Hutchins would combine vocational training with general education
- b. the supernaturalist believes that moral education requires specific subject matter
- c. the idealist sees both the method and training functions as necessary and related
- d. the realist sees different kinds of education as secured incidentally through natural growth
- e. the pragmatist would make no distinction between kinds of training

6.121 To the Experimentalist or Pragmatist, that educational activity is *most* desirable which

- a. approximates the goals which educational scientists have set up

- b. results from the indoctrination of the pupil in democratic theory
- c. has a beneficial effect upon the future experiences of the pupil
- d. is characterized by spontaneous, active, continuously pleasurable pupil-interest
- e. conforms to social goals and preserves accepted American institutions

6.122 That educative experience is desirable to the

- a. pragmatist only if, on the whole, it is acceptable to the pupil
- b. realist only if it is pleasurable and practical for the pupil
- c. idealist only if it is effective in attaining immediate goals
- d. reconstructionist only if it helps the pupil earn a living
- e. perennialist only if it is an outcome of society's demands

6.123 The viewpoint of progressive educators regarding the issue of liberal vs. vocational education is that

- a. vocational ends lead one to degrade learning
- b. liberal arts subjects should precede vocational training
- c. vocational and liberal education should not be separated
- d. all subjects should have a vocational purpose
- e. none of the above is a correct answer

6.124 As to the question of what kind of education should be given,

- a. Hutchins would postpone vocational training until general education is finished
- b. the supernaturalist believes that moral education requires no specific subject matter
- c. the realist sees different kinds of education as secured incidentally through natural growth
- d. the idealist sees both the method and training functions as necessary and related
- e. the pragmatist would make no distinction between kinds of training

6.125 In interpreting the phrase "needs of the pupil",

- a. all philosophic groups agree that education must be rooted in the pupil's own felt needs
- b. the experimentalist says the needs must involve intelligent consideration of probable outcomes
- c. the realist says that the needs of the pupil are his impulses or wishes of the moment
- d. the pragmatist says that a need is that which adults feel is good for the pupil
- e. none of the above answers is correct

6.126 Those who urge that religion should be taught in our public schools are assuming that

- a. non-denominational instruction can be given in religion
- b. moral values cannot be taught apart from religion
- c. the issue of separation of church and state is not involved
- d. answers a and b only
- e. all the above answers

**6.127** In terms of the nature of the learning experience

- a. the eclectic sees it as a discovery of something dependent upon the learner
- b. the pragmatist sees it as a recording of something on a blank mental tablet
- c. the supernaturalist sees it as a revamping of former experiences of the learner
- d. the realist sees it as a mirroring, by the mind, of a pre-existing something
- e. the reconstructionist sees it as a discovery which is aided by revelation

**6.128** The pragmatic theory of discipline is that of

- a. making the punishment fit the crime
- b. "spare the rod and spoil the child"
- c. strictly enforcing all school regulations
- d. giving the pupil no opportunity to break rules
- e. providing the pupil with practice in good behavior

**6.129** Regarding the difference between teacher and learner relative to subject matter, it is well to remember that in the eyes of the Pragmatist

- a. the experiences of the young are unorganized and fragmentary
- b. the material must be taught in a logically organized way
- c. the scholarship of the teacher is the sure way to pupil learning
- d. knowledge of the student is more important than anything else
- e. none of the above is a correct answer

**6.130** In respect to teaching methods, devices, techniques, and procedures, the laissez-fairists endorse

- a. routine performance
- b. capricious spontaneity
- c. scientific experimentation
- d. critical acceptance
- e. universal application

**6.131** The pragmatist sees freedom as freedom to

- a. do what science dictates
- b. unfold — as nature intended
- c. obey moral or spiritual laws
- d. choose intelligently
- e. follow regulations

**6.132** The problem of freedom as applied to pragmatic education calls for

- a. identification of individual well-being with conformity to nature's plans
- b. reliance upon "progressive" techniques to guarantee democratic educational results
- c. provisions for teacher-pupil planning
- d. setting up highly centralized controls
- e. grouping pupils homogeneously by I.Q.

**6.133** In the issue of logical vs. psychological presentation of subject matter

- a. Progressives deny that the child's mind is logical
- b. Essentialists favor the interest approach in teaching
- c. Progressives favor the logical presentation of subject matter
- d. Essentialists say logical order is the end product of learning
- e. None of the above answers is correct

**6.134** Most educational pragmatists

- a. are vigorously opposed to indoctrination
- b. are strongly in favor of indoctrination
- c. are indifferent to the issue of indoctrination
- d. advocate indoctrination for democracy against communism
- e. are opposed to indoctrination but feel we must "fight fire with fire"

**6.135** In the matter of measurement and evaluation

- a. idealists and pragmatists both argue that appreciations can be measured
- b. realists are worried that standardized tests will "freeze" the curriculum
- c. pragmatists favor evaluation using subjective judgment and objective evidence
- d. pragmatists and realists see tests as outcomes of organismic psychology
- e. realists see measurements as consistent with the theory of independent reals

**6.136** In terms of school matters, the pragmatist would

- a. provide a curriculum of scientific facts only
- b. make much of problem-solving, functional activities
- c. group pupils on the basis of intelligence quotients
- d. emphasize intellectual rather than vocational subjects
- e. let the students decide all questions

**6.137** Professor Dewey has frequently emphasized that "We learn to do by doing." Ultra-progressives in education have failed to recognize that "doing" may be

- a. thinking
- b. planning
- c. overt action
- d. construction
- e. evaluation

**6.138** In condemning Progressivism, Bagley took the stand

- a. in favor of education as preparation for something to come
- b. in opposition to teacher-centered, race-experience education
- c. in favor of pupil-planned and pupil-centered learning
- d. in opposition to the theory that effort begets interest
- e. opposing logical organization of subject matter

## I. Conflicts, Criticisms and Problems in Education

The control of education; academic freedom

Recent attacks upon education and educators

Problems, issues and trends in education

**6.139** That which makes the difference between autocratic and democratic administration or leadership is whether or not

- a. the administrator is intentional or conscious in his domination
- b. the ascending approach is used in improving educational activities
- c. the leader's domination of his followers is acceptable to them
- d. the subordinates are asked for suggestions by the administrator
- e. the followers use intelligent criticism in participating in policy-making

**6.140** It is a pragmatic position that

- a. what is good for the individual is inherently good
- b. the purpose of play is to improve ability to work
- c. no institution is too sacred to escape critical analysis
- d. the opposite of an evil is a good
- e. none of the above is correct

**6.141** Those pressure groups which want to censor textbooks and curricula, consciously or unconsciously assume

- a. that truth is an absolute; they have it
- b. that schools are the servants of the community
- c. that teachers and publishers cannot be trusted
- d. none of the above
- e. all of the above

**6.142** The democratic philosophy of education requires that the teacher

- a. consider himself a public servant
- b. remain neutral in controversial issues
- c. place community desires above professional ethics
- d. sign loyalty oaths
- e. none of the above is correct

**6.143** In the issue of academic freedom

- a. Hutchins has shown strenuous opposition to loyalty oaths and the like
- b. Reconstructionists oppose any indoctrination for an improved society
- c. Realists advocate the use of indoctrination in teaching all subjects
- d. Idealists maintain that teachers have the right to advocate unpopular ideas
- e. Pragmatists support the freedom of teachers to advocate any ideas anywhere

**6.144** The intentions of which one of the following critics of our schools are most suspect?

- a. Zoll
- b. Bestor
- c. Lynd
- d. Flesch
- e. Rickover

**6.145** Arthur Bestor is the leader of the organization represented by the letters

- a. NCAE
- b. NODL
- c. CBE
- d. ACE
- e. NSSE

**6.146** Behind the attacks upon the public schools may be found individuals who

- a. are opposed to secular education *per se*
- b. fight tax increases for school purposes
- c. hope to profit from their accusations
- d. answers b and c only
- e. all the above answers

**6.147** Among the lay criticisms of our schools can be listed the contention that

- a. Progressive education is communistic
- b. schools are not teaching the 3 R's
- c. standards are lowered by 100% promotions
- d. all the above answers
- e. answers b and c only

**6.148** The criticisms of Bestor and Rickover are predicated upon

- a. the educational philosophy of classical realism
- b. the notion that learning is mental discipline
- c. an assumption that curriculum is more important than method in learning
- d. a belief that there is one best method of training for systematic thought
- e. all of the above answers

**6.149** In the feud with schools of education and teachers colleges, liberal arts professors claim that

- a. methods courses are dominating the professional training of teachers
- b. liberal arts graduates are kept from teaching because of silly requirements
- c. Educationists are responsible for the watered-down school curricula
- d. answers a and b only
- e. all the above answers



6.150 The issue of the integration or fusion of subject matter content is found on the

- a. elementary level only
- b. junior high level only
- c. senior high level only
- d. university level only
- e. all of the above levels

6.151 Among the issues facing secondary education can be listed that of

- a. vocational training *vs.* general education
- b. limited free education *vs.* education for all
- c. common curriculum *vs.* differentiated offerings
- d. answers a and b only
- e. all the above answers

6.152 In the issue of liberal *vs.* professional education on the university level,

- a. Hutchins champions the cause of liberal arts
- b. Kilpatrick argues for vocational education
- c. the idealist favors stress on intellectualism
- d. all of the above are true

e. none of the above

6.153 As to the issue of desegregation in the nation's schools, the *best* statement is that

- a. all three philosophical groups are opposed to desegregation
- b. all three philosophical groups are in favor of desegregation
- c. all three philosophical groups think the issue should be settled locally
- d. all three philosophical groups think the issue should be settled by the states
- e. opinions respecting this issue cut across philosophical boundary lines

6.154 The word by which Experimentalists characterize their position in respect to educational issues is

- a. flexible
- b. idealistic
- c. religious
- d. spontaneous
- e. rigid

# Chapter 7

## Guidance and Counseling

### A. The Nature of Guidance

Meaning and kinds of guidance

Objectives and relation to education

Concepts basic to guidance

**Directions:** From the five alternates in each item, make a selection which will *best* and *most adequately* complete the statement or answer the question, as the case may be.

You may check your choice by turning to the answers given at the end of this book.

#### 7.1 Guidance is a process of

- a. doing something *for* the child
- b. giving advice *to* the child
- c. aiding the child's total growth
- d. telling the child what to do
- e. telling the child what *not* to do

#### 7.2 Guidance is a process of

- a. diagnosing the difficulty and prescribing the remedy
- b. helping individuals become more capable of self-direction
- c. reducing the number and seriousness of disciplinary problems
- d. carrying on testing and homeroom programs
- e. keeping square pegs out of round holes

7.3 In the analogy between guidance and the work of a physician, what element is *false* in terms of guidance theory?

- a. Concern for fundamental causes
- b. Establishment of good relations
- c. Diagnosis and prescription
- d. Remedial treatment
- e. Professional relationships

#### 7.4 The focal point in guidance is

- a. curriculum improvement
- b. problem-solving
- c. pupil development
- d. vocational selection
- e. administrative efficiency

7.5 In defining the different forms that guidance might take, which of the following appear in almost all the lists of guidance experts?

- a. Vocational and Recreational Guidance
- b. Educational and Social Guidance
- c. Vocational and Educational Guidance
- d. Social and Recreational Guidance

#### e. Educational and Recreational Guidance

7.6 Orientation is that phase of guidance which *best* may be termed

- a. pupil appraisal
- b. pupil placement
- c. group diagnosis
- d. group guidance
- e. pupil survey

7.7 Which of the following purposes of group guidance is most questionable?

- a. Eliminating the need for counseling
- b. Individual adjustment and therapy
- c. Supplementing the counseling service
- d. Occupational information and orientation
- e. Identifying those needing counseling

7.8 The *chief* objective of guidance is to bring about in pupils

- a. increased responsibility for self direction
- b. the development of their major weak points
- c. the attainment of mastery of subject matter
- d. an achievement that is within their capacity
- e. an ability to compete successfully with peers

7.9 Guidance and personnel services are aimed to help

- a. the problem child only
- b. the beginning teacher
- c. retarded pupils mainly
- d. adolescents
- e. all pupils

7.10 Counseling is to guidance as

- a. instruction is to personnel work
- b. instruction is to administration
- c. personnel work is to education
- d. education is to learning
- e. school plant is to textbooks

7.11 Which of these statements is false?

- a. All personnel work is education.
- b. All counseling is guidance.
- c. All education is guidance.
- d. All guidance is personnel work.
- e. All educational placement is guidance.

7.12 The democratic philosophy of education, as viewed by guidance workers, differs from the totalitarian *basically* in respect to

- a. the use of rewards and punishments as educative incentives
- b. the search for, and development of, individual differences
- c. demand for proper behavior by all pupils
- d. concern for the needs and welfare of the group
- e. the emphasis upon common learnings and ideals

7.13 Guidance looks upon the *real* goals of education in terms of

- a. the mastery of subject matter
- b. the passing of examinations
- c. grades, credits, honors, and diplomas
- d. concepts, skills, habits, and attitudes
- e. the acquisition of knowledge

7.14 The guidance worker should view the curriculum of the school as

- a. a necessary evil
- b. an end in itself
- c. a means to an end
- d. the most important school matter
- e. something the child must master

7.15 The guidance point of view sees failure *always* as a need for

- a. a change in curriculum
- b. a change in the attack
- c. increased pupil effort
- d. proper pupil motivation
- e. improved study methods

7.16 The idea of guidance is consistent with a philosophy which

- a. accepts the formal discipline theory
- b. builds upon individual differences
- c. uses group averages as the standards for all
- d. makes extra-curricular the most important activities
- e. emphasizes the school's college preparatory function

7.17 Guidance workers need to know that

- a. boys mature a year or two before girls on the average
- b. when the adolescent reaches the size of a man, his attitudes become mannish
- c. the passage from one stage of development to another is clear cut and definite
- d. junior high girls are apt to be concerned about the indifference of boys in their class
- e. adolescence usually marks the end to any struggle for independence

7.18 By emotional immaturity is meant a

- a. low degree of sensitivity coupled with a high level of intellectual growth

- b. extreme composure and equanimity in the face of all kinds of situations
- c. lack of patience or sympathy toward problems involving other people
- d. lack of control or inhibition of the emotions appropriate to one's age group
- e. retardation in the development of the emotions as compared with bodily growth

7.19 For the guidance worker, the concept that behavior is caused carries the implication that

- a. the key to good behavior is in swift punishment
- b. one should investigate all behavioral symptoms
- c. one should use a remedy that fits the symptom
- d. the origin of all problems is rather simple
- e. one should avoid treating symptoms only

7.20 The pupil's behavior is a concern of the guidance worker principally in terms of how it

- a. affects the child's scholastic achievement
- b. affects the discipline of the classroom
- c. compares with the average of the class
- d. affects the child's educational development
- e. compares with the standards set by the teacher

7.21 It is the purpose of guidance to

- a. free the child of all serious conflicts
- b. prevent conflicts from overwhelming the child
- c. see that the pupil conforms to the school regulations
- d. act as mediator in the conflicts between school and pupil
- e. prevent conflicts from arising in the life of the pupil

7.22 The problem child is generally one who has

- a. an unsolved problem
- b. a poor heredity
- c. a poor home environment
- d. a younger brother or sister
- e. an overprotective parent

7.23 The assumption *most* acceptable to the guidance worker is that

- a. no individual is born with a capacity to be successful in many fields
- b. an individual is born with a capacity to be successful in one field only
- c. an individual is born with a capacity to be successful in several occupations
- d. an individual is born with a capacity to be successful in one occupation only
- e. no individual is born with a capacity; he *acquires* any capacity he possesses

7.24 Which of the following is an assumption basic to guidance?

- a. Most people work up to the level of their capacities.
- b. Only in democratic countries is there a place for everyone.
- c. The imparting of knowledge of subject matter is the chief function of schools.
- d. In spite of education, one cannot change "human nature".
- e. Individuals are born with a capacity to succeed in several fields.



## B. The Development of Guidance

Origins and factors stimulating guidance

The need for guidance

General guidance practices

Present status of the movement

7.25 Guidance got its start in this country as a movement emphasizing

- a. character development
- b. vocational adjustment
- c. college preparation
- d. mind reading
- e. charity disbursement

7.26 The real danger lurking in pseudo-scientific "guidance" methods such as astrology lies *mainly* in the

- a. extravagant claims which their champions make
- b. absence of any factual basis in their claims
- c. reliance placed upon them for personal aid
- d. vast sums of money spent on them annually
- e. lack of education possessed by their sponsors

7.27 The history of guidance shows that guidance has been greatly stimulated by

- a. action by the Federal Government
- b. social workers' case study method
- c. the findings of psychology
- d. the development of testing
- e. all of the above

7.28 Research studies report that too large a proportion of students say they are choosing for their careers

- a. professional and managerial jobs
- b. clerical and sales jobs
- c. public and domestic service
- d. skilled and semi-skilled jobs
- e. agricultural and fishing jobs

7.29 Four of the following are outgrowths of industrial changes in U.S. Which one is *not*?

- a. The training time needed for most jobs has been lengthened.
- b. The apprentice system no longer provides easy access to jobs.
- c. Matching people with jobs and job openings is more difficult.
- d. Youth must now choose from thousands of different occupations.
- e. Workers need to be trained who can adjust to changing conditions.

7.30 Which of the following conditions in our present social structure has had *no* significant effect upon the need for guidance?

- a. The development of social strata or classes
- b. The conflict between science and religion
- c. The nature of our leisure time activities
- d. The practice of both parents working
- e. None of the above is a correct answer

7.31 Departmental school organization has brought about a need for guidance *mainly* in terms of the

- a. need for integration of school experiences
- b. increase in the range of intelligence
- c. increase in the range of interests
- d. adjustment of a pupil to his peers
- e. need for enrichment of the curriculum

7.32 Which of the following events or situations produces the *least* serious need for guidance?

- a. Enrichment of school offerings
- b. Raising of compulsory school age limits
- c. Increased specialization in industry
- d. Challenges to numerical grading
- e. Decline in influence of home and church

7.33 Most drop-outs from public schools occur because the schools do not

- a. hold the students' interest
- b. offer enough extra-curricular activities
- c. offer financial aid
- d. have enough variety in the curriculum
- e. have class advisers

7.34 Research shows that *most* pupils drop out of school because of

- a. the need for financial help
- b. dissatisfaction with school
- c. frequent illness
- d. low intelligence
- e. parental advice

7.35 Generally speaking, problems encountered by students can be characterized as

- a. caused by a single factor
- b. ego-centered and variable
- c. universal as viewed by the pupil faced with the problem
- d. variable as to intensity but not as to type or kind
- e. simple rather than constellation in nature

7.36 The trouble with pimples and extremes in size of children is that

- a. the causes of skin blemishes and pimples are not known
- b. there is nothing which can be done to eliminate pimples
- c. adolescents have little perspective to handle the problem
- d. students experiencing this trouble don't take it seriously
- e. most grownups have had no experience with skin blemishes

7.37 The guidance approach to solving problems emphasizes that problems are

- a. unhealthy
- b. natural
- c. avoidable
- d. recognizable
- e. uncommon

7.38 When a short adolescent visibly worries about his growth, the teacher should

- a. ignore the situation entirely
- b. explain to him how the growth process may vary
- c. suggest to him that he see a doctor
- d. explain to him how best to live with his handicap
- e. suggest to him that he take vitamin pills

7.39 The guidance activities likely to receive the most emphasis on all school levels are

- a. counseling and exploration
- b. follow-up and placement
- c. research and orientation
- d. appraisal and orientation
- e. research and follow-up

7.40 In pre-school education the focus of guidance is upon

- a. exploration
- b. adjustment
- c. individual analysis
- d. group guidance
- e. counseling

7.41 Guidance activities as carried on in the elementary school are concerned mainly with

- a. exploratory experiences
- b. a study of occupations
- c. selection of a vocation
- d. record keeping and pupil adjustment
- e. reducing truancy and school "drop-outs"

7.42 The personnel services in a university include what services *not* usually found on any lower school level?

- a. Individual analysis
- b. Group guidance
- c. Student activities
- d. Housing and admissions
- e. Placement and research

7.43 The *chief* value for guidance to be found in extra-curricular activities is in the fact that such activities

- a. improve the mental and physical health of the child
- b. reveal the vocation which the child should choose
- c. indicate the interests and personality traits of the child
- d. reduce the disciplinary problems within the classrooms
- e. insure the operation of a democratic school philosophy

7.44 Counseling of any type or level is *missing* from

- a. state vocational rehabilitation centers
- b. state employment service offices
- c. young Christian and Hebrew associations
- d. business and industrial enterprises
- e. none of the above

7.45 Which of the following statements regarding guidance is false?

- a. All 50 states have set up special requirements for certification in guidance.
- b. There is a place for both group and individual "counseling" in guidance.
- c. Changed conditions in the home, in industry, and in school make guidance necessary.
- d. Guidance should be both preventive and remedial, developmental and diagnostic.
- e. Children's problems vary with their age, grade, sex, and environmental background.

7.46 Of the guidance movement today, it can be truthfully said that

- a. most every school in the United States has an organized guidance program
- b. the public has a better understanding of guidance than do teachers
- c. there is much confusion in the use of terminology in guidance
- d. authorities differ widely as to the chief aim of guidance
- e. the issue of guidance *vs.* instruction has been resolved

7.47 The company which publishes the greatest amount and variety of guidance material is

- a. The Chronicle Press
- b. Science Research Associates
- c. McKnight and McKnight
- d. World Book Company
- e. Houghton Mifflin Company

## C. The Profession of Guidance and Counseling

Duties, qualifications and preparation

Leaders, organizations and publications

Problems and trends in guidance

7.48 According to research, which of the following is *not* a duty generally expected of school counselors?

- a. set up the school's curriculum
- b. administer the testing program
- c. co-ordinate the guidance program
- d. take charge of placement activities
- e. do some classroom teaching

7.49 Which of the following competencies would be the *least* needed for group guidance work?

- a. Skill in the use of projective techniques
- b. Skill in using results of community surveys
- c. Understanding of vocational opportunities
- d. Understanding of values in school subjects
- e. Knowledge of labor relations and viewpoints

7.50 Judging from the research studies reported by Jones, the minimum professional training for a counselor should be

- a. a bachelor's degree or equivalent
- b. a master's degree or equivalent
- c. a doctor's degree or equivalent
- d. two year's work beyond high school
- e. two year's work beyond the master's

7.51 The kind of training and experience a guidance counselor should have has been standardized

- a. on a national level by the NVGA
- b. by all the 50 states individually
- c. by only five states
- d. by many of the states
- e. by almost all the states

7.52 According to the latest figures on guidance certification,

- a. some states provide several levels of certification
- b. all states require teaching certificates for counseling
- c. all states require counseling certificates for guidance
- d. all states having certification require work experience
- e. forty-eight states have mandatory certification requirements

7.53 The man usually credited with starting the guidance movement was

- a. Frank Parsons
- b. Arthur Jones
- c. Richard Allen

- d. Shirley Hamrin
- e. George Myers

7.54 Which of the following is *not* a well-known author of at least one book on occupational information?

- a. Stevens
- b. Shartle
- c. Hoppock
- d. Forrester
- e. Billings

7.55 The A.P.G.A. is an abbreviation of the

- a. American Professional Guidance Association
- b. American Personnel and Guidance Association
- c. Association of Personnel and Guidance Authorities
- d. Association for Personnel and Guidance Accreditation
- e. American Psychological and Guidance Association

7.56 On which level has there *not* been a guidance textbook published?

- a. university
- b. secondary
- c. junior high
- d. elementary
- e. none of the above is a correct answer

7.57 The publication of the major guidance organization today is

- a. Occupations
- b. Personnel and Guidance Journal
- c. Journal of Counseling Psychology
- d. Vocational Guidance Quarterly
- e. Counseling

7.58 Which of the following is *not* a problem faced by guidance administrators?

- a. Securing participation by all staff members
- b. Bridging gap between theory and practice
- c. Securing adequate finances for the program
- d. Evaluating the effectiveness of the program
- e. none of the above is a correct answer

7.59 The trend in group guidance seems to be a decided de-emphasis of

- a. group therapy
- b. occupational information
- c. educational information
- d. self-appraisal
- e. none of the above



**7.60 Recent trends in counseling include**

- a. the professionalization of the training of school counselors
- b. the removal of counseling duties from part-time guidance workers
- c. the decreasing of the amount of permissiveness in the interview
- d. the giving to the counselor more responsibility for decisions of pupil
- e. none of the above

**7.61 Four of the following are trends noticeable recently in guidance. Which one is *not*?**

- a. Increasing responsibility for guidance being placed upon the classroom teacher
- b. Greater faith being placed in the individual's capacity for self-guidance

- c. Less stringent requirements set for the certification of guidance counselors
- d. Increasing emphasis given preventive and developmental aspects of guidance
- e. Attention given to *all* aspects rather than to the vocational aspects only

**7.62 The trends in guidance administration are in the direction of**

- a. giving all guidance into the hands of specialists
- b. preventive and developmental rather than merely remedial guidance
- c. vocational rather than educational or personal-social guidance
- d. giving individual rather than group guidance
- e. none of the above

## D. Guidance Practices in the School

Guidance practices of the teacher

Group guidance techniques

Educational and occupational placement

**7.63 In helping the pupil plan his program, the teacher should**

- a. select for the pupil his electives and curriculum
- b. explain the values of all subjects and curricula
- c. discourage planning courses more than a year in advance
- d. urge the pupil to take only those subjects which interest him
- e. prevent the pupil from taking a subject which he might fail

**7.64 The special guidance activity *most* likely to be expected of the English teacher is**

- a. giving intelligence tests
- b. keeping cumulative records
- c. handling pupil placement
- d. collecting autobiographies
- e. making community surveys

**7.65 As a means of gathering information about a student, the autobiography**

- a. functions best, the more it is structured
- b. should be used sparingly if at all
- c. is rendered useless if it is untruthful
- d. should be used instead of the questionnaire
- e. none of the above is a correct answer

**7.66 In conferring with parents for guidance purposes, the teacher should**

- a. refuse to take "sass" from an irate parent
- b. remind the parent that he is to blame for the child's problems
- c. tell the parent what the child's I.Q. is
- d. assume in the conversations that the parent wants to cooperate

- e. make the welfare of the school the focal point of the discussion

**7.67 In counseling with a pupil, the teacher should**

- a. plan to do most of the talking
- b. show the wrong-doer he is very displeased with him
- c. refrain from giving him information
- d. establish rapport with the pupil
- e. assume responsibility for solving his problems

**7.68 In cooperating with the guidance staff, the teacher should**

- a. send all the counseling cases to the counselor
- b. obtain and keep information on all his students
- c. participate in case conferences when called upon
- d. answers b and c
- e. answers a and c

**7.69 In meeting a new group for the first time, the homeroom teacher ought *first* to**

- a. employ a good get-acquainted device
- b. elect homeroom officers and committees
- c. demonstrate parliamentary procedure
- d. discuss the duties of homeroom officers
- e. assign seats according to a seating plan

**7.70 The topics to be discussed in homeroom programs should**

- a. be handled only by student leaders
- b. be made uniform for all homerooms
- c. grow out of the experiences of homeroom teachers
- d. represent the felt needs of the homeroom students
- e. be limited to personal-social relationships

7.71 The *chief* danger in inaugurating orientation courses as a part of the group guidance program lies in the fact that such courses easily may

- a. fail to serve any useful purpose in the school
- b. come to be taught like a regular school subject
- c. provide uniformity in neither content nor method
- d. arouse criticism by the public as a fad or frill
- e. be used as a substitute for regular course work

7.72 The handbook is a device whose *primary* purpose is to

- a. make plain to pupils the school rules and regulations
- b. provide journalistic experiences for interested pupils
- c. help pupils adjust to the new school plant and program
- d. orient parents and friends to the school's activities
- e. raise money for some special or general school purpose

7.73 In orienting students to the new school situation, one should

- a. place the emphasis upon school regulations
- b. complete the program in the first week
- c. employ a fixed content in the group work
- d. utilize the services of upper classmen
- e. avoid talking about school traditions

7.74 To be effective for guidance, a homeroom program should

- a. reflect felt needs of the room members
- b. employ regular classroom methods
- c. be made uniform for a given grade level
- d. be limited to the first 10 minutes of school
- e. be planned and carried out by pupils only

7.75 The common element in various forms of panel discussions is

- a. participation by the audience in questioning or discussion
- b. assignment of different phases to each member of the panel
- c. mutual questioning by the panel members
- d. a main speech introducing the discussion
- e. none of the above

7.76 Personal-social guidance is *best* handled in special classes by

- a. the teacher assigning definite topics for each pupil to discuss
- b. providing good reading material such as life adjustment series
- c. the teacher withdrawing from all of the group discussions
- d. selecting those topics which succeeded the previous year
- e. following carefully the details of the teacher's syllabus

7.77 The case conference is a technique in *group guidance* used for

- a. developing group standards
- b. collecting personnel data

- c. making follow-up studies
- d. studying case histories
- e. making educational placement

7.78 In the case conference method of group discussion it is necessary that

- a. the discussion be "steered" to the right conclusion
- b. there be only one correct solution to the problem
- c. all members of the group be encouraged to participate
- d. the discussion leader's opinions of the case be revealed
- e. a vote be taken to decide what the solution should be

7.79 Which of the following techniques is *not* usually employed in the sociodrama?

- a. Discussion by the audience after the drama
- b. Adequate rehearsals so players learn their lines
- c. Switching roles and players in the drama
- d. Choice of subject by the group from a list contributed by them
- e. Group decision as to the type of role each student is to play

7.80 According to the theory behind play therapy, real value is derived *mainly* from the

- a. choice of play activities by the guidance worker
- b. favorable environment of fresh air and sunshine
- c. effect of the physical activity upon emotions
- d. strict controls placed on the child's actions
- e. removal of the child from contact with others

7.81 The theory behind personal-social group guidance is that improvement in the adolescent's adjustment is affected *mainly* by the

- a. moral instruction imparted by a good teacher
- b. strict enforcement of the school regulations
- c. influence of the opinions of one's peers
- d. pressure of home and family instruction
- e. isolation of the maladjusted from others

7.82 In helping students to make educational plans, it is *unwise* to have them

- a. mix general with vocational subjects
- b. select all their subjects from one field
- c. take typing with college preparatory subjects
- d. plan their programs more than a year ahead
- e. choose a subject which arouses no interest

7.83 The *best* way to prepare students for the transition to the next step in the educational ladder is to

- a. make a visit to the new school building
- b. receive visitors from the new school
- c. prepare a booklet about the new school
- d. place orientation books in the classroom
- e. there is no best way for such orientation

7.84 A pupil definitely should be encouraged to go to college if

- a. he has better than average intelligence
- b. he has financial backing to see him through
- c. he has met high school graduation requirements
- d. he has made good grades in all subjects
- e. all of the above are true and he wishes to go

7.85 Which of the following information would have *no* value in choosing a college?

- a. Its extra-curricular activities
- b. Its tuition and other expenses
- c. The size of its faculty and student body
- d. Its accreditation and general standards
- e. None of the above is a correct answer

7.86 The *most* important question to be answered in selecting an institution of higher learning is:

- a. Is the institution properly accredited?
- b. Is the tuition of the institution reasonable?
- c. Does the institution suit the needs and qualifications of the applicant?
- d. Can the student meet the institution's entrance requirements and standards?
- e. Do the instructors of the institution hold advanced degrees in their subject?

7.87 In the administration of placement, the *primary* concern should be with

- a. counseling help given the pupil
- b. helping the employer get good workers
- c. forcing round pegs into round holes
- d. placing the pupil on a job
- e. none of the above

7.88 In handling placement services, one should remember that

- a. the placement officer should not attempt to do counseling
- b. placement should include training as well as job placement
- c. follow-up of job placements is a function of placement
- d. all the above answers
- e. answers b and c only

## E. Occupational Information

Sources and agencies for dissemination

Objectives and principles to be followed

Information, techniques and devices

The use of the D.O.T.; definitions

7.89 What department of the U.S. Government supplies the *greatest* amount of occupational information?

- a. Department of Commerce
- b. Department of Health, Education, and Welfare
- c. Department of Interior
- d. Department of Labor
- e. Department of Defense

7.90 Generally speaking, the *most* detailed and *most* satisfactory coverage of an occupation for use by pupils is

- a. the occupational brief
- b. the occupational abstract
- c. the occupational monograph
- d. the textbook on occupations
- e. Part I of the D.O.T.

7.91 A group guidance worker could get occupational monographs from

- a. Institute of Research
- b. Science Research Associates
- c. Bellman Publishing Company
- d. none of the above
- e. all of the above

7.92 The dissemination of occupational information is *seldom* handled through the work of the

- a. school librarian
- b. occupations class

- c. teacher-counselor
- d. placement director
- e. home visitor

7.93 Which of the following has *no* potential for occupational information?

- a. "Sharing" activities in the elementary school
- b. The general shop in a junior high school
- c. A class in biology in a senior high school
- d. An art class taught in the tenth grade
- e. None of the above is a correct answer

7.94 A course in occupations or careers should be aimed at

- a. obtaining from every student a realistic self-appraisal
- b. securing from every student a choice of his life's work
- c. developing the ability to make intelligent choices of jobs
- d. answers a and c
- e. answers b and c

7.95 The study of occupational information should be

- a. postponed until the pupil is ready to choose a vocation
- b. introduced in connection with a program of self-appraisal
- c. handled only by the school occupations counselor
- d. made a regular 10th and 12th grade subject
- e. none of the above



7.96 Which of the following would be least helpful in linking self-appraisal to occupational selection?

- a. the Minnesota Rating Scales
- b. the T.A.T. and the Rorschach
- c. the California Occupational Selection Aids
- d. the manual of the Kuder Preference Record
- e. the S.R.A. Occupational Information Kit

7.97 Group guidance workers should understand that

- a. wages are determined by the amount of education a person has received
- b. an appreciation of labor's point of view should be an aim in occupational orientation
- c. students should be advised to stay out of occupational fields which are overcrowded
- d. pupils making poor academic grades should be changed to a vocational course
- e. none of the above is correct

7.98 In making use of employment information it is well to remember that

- a. the more general the information the more useful it is
- b. one should select one source of information and stick to it
- c. descriptions in terms of absolute adjectives are best
- d. recent primary sources are better than secondary ones
- e. none of the above is correct

7.99 Which industry is the *least* sensitive to depressions?

- a. Electric power and light industry
- b. Automobiles and transportation equipment
- c. Confectionery industry
- d. Furniture manufacture
- e. Iron, steel, and cement

7.100 In using the homeroom for occupational orientation, the group guidance worker should

- a. use only standard classroom methodology
- b. keep himself wholly out of the activities
- c. work for great variety in the programs
- d. avoid using sound film and film-strips
- e. none of the above is correct

7.101 Experience has shown that the *most* feasible plan for utilizing occupational orientation programs broadcast by radio is

- a. the recording of the program for inter-communication playback
- b. the direct hook-up of the program with all classroom radios
- c. the assignment of pupils to listen to and report on the program
- d. the bringing of pupils to listen to a direct hook-up in assembly
- e. none of the above

7.102 In planning and carrying out a career conference, the *most important* need is to

- a. see that every pupil gets to talk to at least one visiting consultant
- b. let the speaker know the general procedure and what is expected of him
- c. schedule all conferences on the same day or else during the same week
- d. prevent pupils from entering the room after the conference has started
- e. have a teacher introduce the visiting speaker in each conference room

7.103 In making occupational field trips, the pupils should

- a. be accompanied by the teacher at all times
- b. be prepared to ask questions of their guide
- c. discuss their visits upon returning to school
- d. answers b and c only
- e. all the above answers

7.104 The letters *n.e.c.* in the D.O.T. mean

- a. not elsewhere classified
- b. no exclusive classification
- c. not elsewhere coded
- d. no exclusive code
- e. no established code

7.105 An alphabetical listing of occupations by industry wherein located may be found in which part of the D.O.T.?

- a. Part One
- b. Part Two
- c. Part Three
- d. Part Four
- e. none of the above is correct

7.106 For the significance of work experience for occupational selection, one would consult

- a. Volume I of the D.O.T.
- b. Volume II of the D.O.T.
- c. Part IV of the D.O.T.
- d. Foerster's "Work Experience"
- e. none of the above is correct

7.107 By "short-term employment" information is meant facts about job opportunities involving a forecast that is *not* beyond

- a. a week or 10 days
- b. 10 days to a month
- c. a month to 6 weeks
- d. 60 to 90 days
- e. 3 to 6 months

7.108 "Labor force" refers to

- a. only the total number employed
- b. only the number seeking employment
- c. only the number of "gainful workers"
- d. total number employed and seeking employment
- e. total number employed minus professional workers

## F. The Collection, Interpretation and Recording of Guidance Data

Data needed and means for collecting

Community surveys and follow-up studies

The interpretation of guidance data

The case summary and cumulative records

7.109 In appraising a pupil, attention should be paid to

- a. subjective data
- b. objective data
- c. in-school experiences
- d. answers b and c
- e. all the above answers

7.110 In planning for the collection of pupil data, it is advisable to

- a. orient teachers and pupils to the purpose of data
- b. centralize responsibility for assembling the data
- c. have the same person gather all types of data
- d. answers a and b
- e. all the above answers

7.111 Which of the following guidance instruments does *not* belong with the group?

- a. Questionnaires
- b. Autobiographies
- c. Occupational studies
- d. Study habits observations
- e. Work experience themes

7.112 The autobiography has the advantage over the questionnaire in terms of

- a. validity
- b. objectivity
- c. accuracy
- d. reaction of the pupil to his environment
- e. wider coverage and truthful information

7.113 The device *most* frequently used to obtain home background and general information is the

- a. home visit
- b. questionnaire
- c. interview
- d. autobiography
- e. experience theme

7.114 A well-organized community survey can be expected to produce information concerning

- a. number and kinds of occupations pursued in the community
- b. training needed and specific skills required for various occupations
- c. training facilities and opportunities for cultural pursuits
- d. answers a and b only
- e. all the above answers

7.115 In conducting a community survey, it is desirable to

- a. organize a steering committee with representation from community groups
- b. consult the chamber of commerce and labor unions as sources of information
- c. make the objectives as general as possible, altering them as the survey proceeds
- d. answers a and b only
- e. all the above answers

7.116 In providing for follow-up activities, a good guidance administrator takes the attitude that

- a. without the follow-up, all guidance services are incomplete
- b. follow-up activities are needed while the pupil is in school
- c. the double postal card makes the best follow-up device
- d. answers a and b only
- e. all the above answers

7.117 In making a follow-up study, the guidance worker should

- a. coordinate the work with plans for post-school counseling
- b. use exit interviews and orientation programs in preparation
- c. place the emphasis upon graduates rather than drop-outs
- d. answers a and b only
- e. all the above answers

7.118 Which of the following is *not* an activity common to both follow-up studies and community occupational surveys?

- a. securing an outside sponsor
- b. orienting the participants
- c. making a trial run
- d. devising the questions to be answered
- e. tabulating and reporting the results

7.119 In interpreting the results of appraisal, one should remember that

- a. significance stems not from a single datum but from the total picture
- b. percentiles in the middle of a normal distribution represent maximum raw score differences
- c. a broken home is a dependable index of pupil maladjustment
- d. a pupil's performance should be compared with others less able than himself
- e. none of the above is correct

**7.120** Which of the following statements is the *most* questionable as applied to pupil appraisal?

- a. The pupil's behavior must be related to his total environment.
- b. The importance of a situation lies in the pupil's reaction to it.
- c. Pupil appraisal should be a job reserved for trained counselors.
- d. Appraisal validity is possible in spite of weaknesses in tests.
- e. All appraisals are but samples of the total person or situation.

**7.121** In interpreting test scores, the counselor should remember that

- a. where there is an interest there is an aptitude
- b. percentile ranks below 50 are "low", above 50, "high"
- c. interest test scores above the median are significant
- d. an I.Q. must be thought of as a point, not a range
- e. norms should be chosen which fit the person tested

**7.122** In interpreting appraisal data, the counselor need have *little or no* concern about the

- a. group from which the norms were derived
- b. reaction of the counselee to the situation
- c. conditions governing the taking of the test
- d. question of what proportion of an aptitude is innate
- e. question of what behavior is typical of the client

**7.123** An isolate is one

- a. whose vocational ambition is greater than his ability
- b. whose plans are not in keeping with his ability
- c. whose behavior borders on actual delinquency
- d. who has not been chosen by peers in a sociogram
- e. who scores below the first percentile on a personality test

**7.124** In making a case summary, it is best to start with

- a. the pupil's birth date and place
- b. the present status of the person
- c. the circumstance of the referral
- d. the symptoms shown by the child
- e. none of the above

**7.125** Concerning cumulative records, the guidance worker should remember that

- a. the files should be kept in a central location
- b. some of the data have to be duplicated
- c. a uniform recording system should be used
- d. answers a and c only
- e. all the above answers

**7.126** Which of the following remarks would be *least* suitable for recording under the heading of "teacher's comments"? "Johnny shows evidence of

- a. being a nice boy with high intelligence"
- b. a readiness to share things with his mates"
- c. possessing a very short attention span"
- d. reluctance to accept personal responsibility"
- e. habitual physical or mental fatigue"

## G. Techniques of Appraisal and Counseling

The appraisal of personality and interests

The appraisal of aptitudes, intelligence and achievement

The counseling interview

Psychotherapy and non-directive counseling

**7.127** Concerning the appraisal of personality, it can truthfully be said that

- a. most instruments use the global approach
- b. the global approach employs greater objectivity
- c. different appraisal instruments reflect different ideas of personality
- d. the chief difficulty lies in devising instruments of high reliability
- e. none of the above is correct

**7.128** In interpreting the results of an interest inventory, it is a good idea to assume that

- a. an interest indicates an aptitude
- b. the person is interested in all the activities of his field of interest
- c. the instrument is sufficiently valid as to require no checking
- d. scores above the median indicate significant interest areas

- e. none of the above is a correct answer

**7.129** To obtain an idea of a pupil's social adjustment, one would find little use for the

- a. Sociogram
- b. Bell Inventory
- c. California Personality Test
- d. Rorschach
- e. Washburne Inventory

**7.130** The Kuder Preference Record (Vocational) attempts to appraise

- a. aptitudes
- b. interests
- c. intelligence
- d. scholastic achievement
- e. personality adjustment



**7.131 The Strong Vocational Interest Blanks**

- a. are meant to test directly one's interest in a given vocation
- b. are designed for use with pupils from age 10 to adults
- c. assume that the interests of both sexes are the same for a given occupation
- d. compare one's interests with those of persons engaged in various occupations
- e. none of the above is correct

**7.132 Concerning a person's interests, it can be said truthfully that**

- a. they are inborn rather than developed
- b. they are influenced by past experiences
- c. they have "jelled" by the age of sixteen
- d. they are reliable indications of aptitudes
- e. none of the above is correct

**7.133 An aptitude test**

- a. tests directly what a person will do in the future
- b. shows what a person can best succeed in
- c. reveals the amount of interest as well as aptitude
- d. must produce a score above 90 to reveal ability
- e. none of the above is a correct answer

**7.134 The guidance worker views the I.Q. as**

- a. something indispensable to good guidance
- b. the best unit upon which to base homogeneous grouping
- c. a figure which changes little, if at all, throughout the pupil's lifetime
- d. something correlating very highly with success in all school subjects
- e. but one of several important elements in the total picture of the child

**7.135 In a large high school the range in I.Q. is most likely to be**

- a. from 60 to 130
- b. from 75 to 125
- c. from 90 to 110
- d. from 70 to 140
- e. from 80 to 120

**7.136 The best single predictor of the average of grades in college thus far found is the**

- a. average of intelligence tests
- b. average of high school grades
- c. estimates of principals
- d. scores on reading tests
- e. scores on achievement tests

**7.137 The logical starting point to use in choosing what special aptitudes to test for, is**

- a. personality rating
- b. school grades
- c. achievement tests
- d. interests
- e. reading

**7.138 Which of the following purports to measure musical aptitude?**

- a. The McAdory test
- b. The O'Connor test

- c. The Minnesota test
- d. The Seashore test
- e. The Bennett test

**7.139 Achievement tests should be used primarily**

- a. as a substitute for standardized tests
- b. as a substitute for teachers' marks
- c. to find out the source of a pupil's weakness
- d. to provide the teacher with a basis for marks
- e. to help the pupil evaluate his learning

**7.140 The heart of guidance is**

- a. testing
- b. counseling
- c. the homeroom program
- d. occupational study
- e. job placement

**7.141 A facade problem is one which**

- a. represents the counselor's tentative conclusion
- b. the counselee substitutes for the real problem
- c. involves the client in a high degree of emotionalism
- d. is difficult because always associated with a psychosis
- e. none of the above is correct

**7.142 In counseling, the term "hypothesis" means**

- a. recommendation for treatment
- b. theory which is to be tested
- c. conclusion drawn after treatment is given
- d. plan of action worked out by the client
- e. none of the above

**7.143 "Rapport" is synonymous with**

- a. insight as to the goal
- b. good working relations
- c. positive dislike of something
- d. lack of a formal introduction
- e. none of the above

**7.144 The most important element in the conduct of an interview is the**

- a. preparation of a case summary
- b. establishment of good rapport
- c. choice of pleasant surroundings
- d. derivation of an hypothesis
- e. freedom from interruptions

**7.145 In preparing for the interview, the counselor would do well to**

- a. allow 15 minutes to complete the interview
- b. get a third person to help in the questioning
- c. arrange for a secret recording of the discussion
- d. permit no interruptions of any kind
- e. examine the person's developmental record

**7.146 In interviewing an emotionally-disturbed person, the counselor should**

- a. tell him to calm down if he wishes to receive help
- b. show him how ridiculous it is for him to get excited

- c. let him "blow off steam" before attempting any help
- d. promise to solve his problem if he gives you a chance
- e. tell him to go home and cool off before returning

**7.147** Psychotherapy is *best* adapted to problems involving

- a. emotional upsets
- b. psychological tests
- c. vocational choices
- d. physical handicaps
- e. curricular information

**7.148** The psychotherapeutic method of guidance

- a. supports the giving of advice to the counselee
- b. emphasizes the use of the cumulative record folder
- c. is the directive method of counseling pupils
- d. employs the lecture as a means of influencing the counselee's decisions
- e. places confidence in the pupil's ability to solve his own problem

**7.149** In non-directive counseling, the counselor

- a. gives advice or admonition
- b. asks indirect questions
- c. acts as a sounding board
- d. takes lightly the counselee's problem
- e. merely repeats the counselee's words

**7.150** Rogers' counseling methods are best adapted to problems involving

- a. physical handicaps
- b. educational guidance
- c. vocational information
- d. deep-seated emotionality
- e. severe discipline cases

**7.151** According to Rogers' theory, the *best* counselor is

- a. the marital partner
- b. a close friend
- c. a near relative
- d. one of the family
- e. none of the above

**7.152** Rogers claims that his therapy

- a. is virtually fool-proof in actual practice
- b. places a premium on verbal interchange
- c. can even be applied to college teaching
- d. is really a rigid technique
- e. involves none of the above

**7.153** In the final analysis the effectiveness of counseling can be judged *best* by

- a. the academic success of the student
- b. the personality attributes of the pupil
- c. the adjustment of the student to school life
- d. the vocational effectiveness of the client
- e. the effectiveness of the person's subsequent life

## H. The Administration and Evaluation of Guidance Programs

General principles and elements of the program

Establishment and operation of the program

The evaluation of guidance

**7.154** A good guidance program should fix responsibility for its success upon

- a. the classroom teacher
- b. the guidance specialist
- c. the school administrator
- d. the head counselor
- e. none of the above

**7.155** A good guidance program should

- a. be modeled after one that has proven to be successful elsewhere
- b. be unified around the needs of teachers and guidance counselors
- c. assign definite duties in terms of abilities and interests of personnel
- d. establish a line relationship between guidance and instructional staff
- e. do or be none of the above

**7.156** The service most neglected in school guidance programs is

- a. group guidance
- b. community surveys
- c. placement

- d. individual analysis
- e. interviewing

**7.157** In a secondary school, a guidance administrator would provide for the collection of data about home background by means of a questionnaire administered by the

- a. classroom teacher
- b. homeroom teacher
- c. teacher-counselor
- d. home visitor
- e. school nurse

**7.158** If the guidance administrator wants the exploratory course to function well for guidance he will need to see to it that

- a. a high standard of work is required of all the pupils
- b. the pupils are graded strictly on a mastery basis
- c. teacher and pupils understand the purpose of the course
- d. failure shall result in the pupil repeating the course
- e. none of the above is correct

7.159 The guidance administrator should *avoid* using the homeroom program to

- a. handle routine administrative tasks
- b. develop group standards and morals
- c. collect information about the students
- d. discuss problems common to the group
- e. furnish occupational or other information

7.160 The guidance administrator, in providing for personal-social guidance, should see to it that

- a. such guidance is handled primarily through counseling interviews
- b. full credit and regular grades are given for this type of work
- c. uniform state or local curricular programs are carefully followed
- d. such guidance is handled through formal courses required of all
- e. several group approaches are used which are tied in with counseling

7.161 Difficulty in administering homeroom personal-social group guidance in the past has sprung *mainly* from

- a. teachers' conviction that there is no need for such programs
- b. teachers' lack of training in handling such programs
- c. teachers' inability to find suitable audio-visual aids
- d. teachers' difficulty in devising programs of this nature
- e. none of the above

7.162 Which of the following would be *most questionable* as an objective of group guidance?

- a. To facilitate the counseling process
- b. To supplement core curriculum content
- c. To provide information basic to motivation
- d. To integrate pupil's educative experiences
- e. To help solve problems common to the group

7.163 Which of the following activities would be open to considerable criticism from the group guidance viewpoint?

- a. Receiving representatives from colleges in the school
- b. Putting on a homeroom play in the high school assembly
- c. Scheduling the same homeroom programs for all classes
- d. Conducting a careers conference for eleventh graders
- e. Giving a teacher the same homeroom pupils several years

7.164 The *best* way to orient the faculty to the need for a guidance program is through

- a. committee study and recommendations
- b. results of a follow-up study
- c. a faculty discussion
- d. a case study
- e. none of the above; there is no best way

7.165 To be fundamentally sound, the approach to planning or initiating a guidance program would need to consist of

- a. concentrating on some aspect such as the testing program
- b. assigning the faculty the job of learning about guidance
- c. instituting the program on one level at a time
- d. revealing the value of guidance in attaining desired goals
- e. studying the number of school drop-outs each year

7.166 Which of the following would *not* do counseling on any level?

- a. The school nurse
- b. The placement officer
- c. The home visitor
- d. The dean of boys
- e. none of the above is a correct answer

7.167 Director of Student Affairs is a title most apt to be given a personnel worker on what level?

- a. Elementary
- b. Junior high
- c. Senior high
- d. College
- e. University

7.168 A line relationship in the guidance organization should exist between

- a. counselor and teachers
- b. counselor and principal
- c. guidance committee and counselor
- d. guidance committee and teachers
- e. specialist and counselor

7.169 According to Mathewson, the annual per-pupil cost of pupil personnel services in a school system may be expected to fall within what range per pupil per year?

- a. from \$1 to \$ 3
- b. from \$2 to \$ 5
- c. from \$1 to \$ 4
- d. from \$2 to \$ 6
- e. from \$3 to \$10

7.170 In evaluating the guidance services of an institution other than a school, the *main* criterion should be the

- a. number of persons given counseling
- b. number and variety of facilities
- c. training of the guidance personnel
- d. objectives of general education
- e. objectives of that institution

7.171 Most authorities are of the opinion that the *basic* criterion for evaluating guidance services should be the

- a. effect of the services upon the lives of students



- b. extent to which teachers participate in the services
- c. accuracy of pupils' information concerning school offerings
- d. realism with which pupils choose their vocations
- e. effectiveness of the placement facilities of the school

7.172 Which of the following would throw no light on the effectiveness of counseling?

- a. Opinions of those who were counseled
- b. Evaluation of counselees by their teachers
- c. Judgments of the parents of counselees
- d. Suitability of choices made by students
- e. none of the above is a correct answer

7.173 Statistics concerning which of the following would be considered reliable and valid in evaluating the quality of a guidance program?

- a. Improvement in school attendance
- b. Decrease in number of drop-outs
- c. More pupils choosing a life job
- d. Increase in use of the guidance facilities of the school
- e. All of the above would help but no single one would suffice

7.174 Which of the following could *not* now be included in a list of devices or means of evaluating a guidance program?

- a. Percentage of failure or the level of achievement in a given class
- b. Record of use of school's guidance facilities by outside agencies
- c. Observation of changes in pupil behavior
- d. Study of pupil use of job placement
- e. The guidance director's annual report

7.175 The *most* frequently used technique for evaluating guidance services is the

- a. questionnaire
- b. interview
- c. sociometric study
- d. rating scale
- e. special test

7.176 Investigators, in evaluating guidance services, have collected data *chiefly* from

- a. counselees and students
- b. teachers and employers
- c. school board members
- d. school administrators
- e. parents of high school seniors

# ANSWERS

## CHAPTER 1

1.1 <i>c</i>	1.50 <i>e</i>	1.99 <i>a</i>	1.147 <i>b</i>	1.195 <i>e</i>
.2 <i>d</i>	.51 <i>e</i>		.148 <i>e</i>	.196 <i>b</i>
.3 <i>c</i>	.52 <i>d</i>	1.100 <i>c</i>	.149 <i>d</i>	.197 <i>d</i>
.4 <i>b</i>	.53 <i>a</i>	.101 <i>b</i>		.198 <i>b</i>
.5 <i>a</i>	.54 <i>a</i>	.102 <i>c</i>	1.150 <i>c</i>	.199 <i>b</i>
.6 <i>c</i>	.55 <i>e</i>	.103 <i>a</i>	.151 <i>a</i>	
.7 <i>c</i>	.56 <i>d</i>	.104 <i>b</i>	.152 <i>d</i>	1.200 <i>c</i>
.8 <i>c</i>	.57 <i>b</i>	.105 <i>c</i>	.153 <i>d</i>	.201 <i>c</i>
.9 <i>a</i>	.58 <i>d</i>	.106 <i>e</i>	.154 <i>a</i>	.202 <i>d</i>
	.59 <i>e</i>	.107 <i>c</i>	.155 <i>a</i>	.203 <i>d</i>
1.10 <i>d</i>		.108 <i>b</i>	.156 <i>a</i>	.204 <i>c</i>
.11 <i>d</i>	1.60 <i>d</i>	.109 <i>a</i>	.157 <i>e</i>	.205 <i>a</i>
.12 <i>c</i>	.61 <i>a</i>		.158 <i>a</i>	.206 <i>c</i>
.13 <i>a</i>	.62 <i>c</i>	1.110 <i>c</i>	.159 <i>c</i>	.207 <i>a</i>
.14 <i>d</i>	.63 <i>b</i>	.111 <i>a</i>		.208 <i>a</i>
.15 <i>e</i>	.64 <i>b</i>	.112 <i>d</i>	1.160 <i>b</i>	.209 <i>e</i>
.16 <i>b</i>	.65 <i>a</i>	.113 <i>b</i>	.161 <i>c</i>	
.17 <i>c</i>	.66 <i>c</i>	.114 <i>a</i>	.162 <i>b</i>	1.210 <i>c</i>
.18 <i>e</i>	.67 <i>b</i>	.115 <i>a</i>	.163 <i>b</i>	.211 <i>e</i>
.19 <i>d</i>	.68 <i>c</i>	.116 <i>c</i>	.164 <i>c</i>	.212 <i>b</i>
	.69 <i>c</i>	.117 <i>a</i>	.165 <i>b</i>	.213 <i>c</i>
1.20 <i>c</i>		.118 <i>b</i>	.166 <i>a</i>	.214 <i>b</i>
.21 <i>d</i>	1.70 <i>b</i>	.119 <i>b</i>	.167 <i>b</i>	.215 <i>b</i>
.22 <i>d</i>	.71 <i>d</i>		.168 <i>d</i>	.216 <i>e</i>
.23 <i>b</i>	.72 <i>c</i>	1.120 <i>d</i>	.169 <i>c</i>	.217 <i>e</i>
.24 <i>a</i>	.73 <i>c</i>	.121 <i>a</i>		.218 <i>b</i>
.25 <i>a</i>	.74 <i>e</i>	.122 <i>a</i>	1.170 <i>b</i>	.219 <i>c</i>
.26 <i>a</i>	.75 <i>e</i>	.123 <i>a</i>	.171 <i>d</i>	
.27 <i>c</i>	.76 <i>b</i>	.124 <i>d</i>	.172 <i>d</i>	1.220 <i>b</i>
.28 <i>b</i>	.77 <i>d</i>	.125 <i>b</i>	.173 <i>c</i>	.221 <i>c</i>
.29 <i>c</i>	.78 <i>b</i>	.126 <i>d</i>	.174 <i>d</i>	.222 <i>c</i>
	.79 <i>e</i>	.127 <i>d</i>	.175 <i>b</i>	.223 <i>a</i>
1.30 <i>d</i>		.128 <i>c</i>	.176 <i>c</i>	.224 <i>e</i>
.31 <i>d</i>	1.80 <i>a</i>	.129 <i>a</i>	.177 <i>c</i>	.225 <i>c</i>
.32 <i>d</i>	.81 <i>c</i>		.178 <i>d</i>	.226 <i>c</i>
.33 <i>a</i>	.82 <i>b</i>	1.130 <i>d</i>	.179 <i>c</i>	.227 <i>e</i>
.34 <i>e</i>	.83 <i>e</i>	.131 <i>c</i>		.228 <i>d</i>
.35 <i>b</i>	.84 <i>a</i>	.132 <i>e</i>	1.180 <i>e</i>	.229 <i>e</i>
.36 <i>c</i>	.85 <i>c</i>	.133 <i>c</i>	.181 <i>e</i>	
.37 <i>e</i>	.86 <i>c</i>	.134 <i>c</i>	.182 <i>e</i>	1.230 <i>c</i>
.38 <i>b</i>	.87 <i>c</i>	.135 <i>e</i>	.183 <i>e</i>	.231 <i>a</i>
.39 <i>a</i>	.88 <i>d</i>	.136 <i>c</i>	.184 <i>d</i>	.232 <i>b</i>
	.89 <i>c</i>	.137 <i>c</i>	.185 <i>b</i>	.233 <i>d</i>
1.40 <i>e</i>		.138 <i>c</i>	.186 <i>d</i>	.234 <i>c</i>
.41 <i>b</i>	1.90 <i>a</i>	.139 <i>b</i>	.187 <i>c</i>	.235 <i>d</i>
.42 <i>c</i>	.91 <i>d</i>		.188 <i>a</i>	.236 <i>d</i>
.43 <i>b</i>	.92 <i>b</i>	1.140 <i>c</i>	.189 <i>c</i>	.237 <i>d</i>
.44 <i>e</i>	.93 <i>a</i>	.141 <i>a</i>		.238 <i>b</i>
.45 <i>a</i>	.94 <i>c</i>	.142 <i>b</i>	1.190 <i>d</i>	.239 <i>d</i>
.46 <i>c</i>	.95 <i>b</i>	.143 <i>e</i>	.191 <i>b</i>	
.47 <i>c</i>	.96 <i>c</i>	.144 <i>b</i>	.192 <i>e</i>	1.240 <i>b</i>
.48 <i>d</i>	.97 <i>c</i>	.145 <i>c</i>	.193 <i>b</i>	.241 <i>d</i>
.49 <i>b</i>	.98 <i>d</i>	.146 <i>b</i>	.194 <i>e</i>	.242 <i>c</i>

1.243 <i>c</i>	1.306 <i>c</i>	1.369 <i>c</i>	1.431 <i>c</i>	1.494 <i>c</i>
.244 <i>c</i>	.307 <i>e</i>		.432 <i>c</i>	.495 <i>b</i>
.245 <i>a</i>	.308 <i>c</i>	1.370 <i>d</i>	.433 <i>a</i>	.496 <i>c</i>
.246 <i>c</i>	.309 <i>d</i>	.371 <i>d</i>	.434 <i>e</i>	.497 <i>c</i>
.247 <i>c</i>		.372 <i>d</i>	.435 <i>d</i>	.498 <i>d</i>
.248 <i>c</i>	1.310 <i>a</i>	.373 <i>a</i>	.436 <i>b</i>	.499 <i>e</i>
.249 <i>a</i>	.311 <i>d</i>	.374 <i>a</i>	.437 <i>c</i>	
	.312 <i>b</i>	.375 <i>e</i>	.438 <i>d</i>	1.500 <i>c</i>
1.250 <i>e</i>	.313 <i>b</i>	.376 <i>a</i>	.439 <i>b</i>	.501 <i>d</i>
.251 <i>a</i>	.314 <i>a</i>	.377 <i>c</i>		.502 <i>e</i>
.252 <i>c</i>	.315 <i>c</i>	.378 <i>a</i>	1.440 <i>d</i>	.503 <i>c</i>
.253 <i>c</i>	.316 <i>d</i>	.379 <i>c</i>	.441 <i>d</i>	.504 <i>c</i>
.254 <i>c</i>	.317 <i>d</i>		.442 <i>c</i>	.505 <i>e</i>
.255 <i>b</i>	.318 <i>e</i>	1.380 <i>b</i>	.443 <i>e</i>	.506 <i>c</i>
.256 <i>b</i>	.319 <i>e</i>	.381 <i>c</i>	.444 <i>e</i>	.507 <i>c</i>
.257 <i>a</i>		.382 <i>d</i>	.445 <i>d</i>	.508 <i>c</i>
.258 <i>a</i>	1.320 <i>b</i>	.383 <i>a</i>	.446 <i>e</i>	.509 <i>d</i>
.259 <i>b</i>	.321 <i>a</i>	.384 <i>c</i>	.447 <i>b</i>	
	.322 <i>b</i>	.385 <i>b</i>	.448 <i>d</i>	1.510 <i>b</i>
1.260 <i>d</i>	.323 <i>d</i>	.386 <i>c</i>	.449 <i>e</i>	.511 <i>c</i>
.261 <i>e</i>	.324 <i>e</i>	.387 <i>a</i>		.512 <i>a</i>
.262 <i>c</i>	.325 <i>c</i>	.388 <i>b</i>	1.450 <i>e</i>	.513 <i>d</i>
.263 <i>c</i>	.326 <i>b</i>	.389 <i>e</i>	.451 <i>a</i>	.514 <i>e</i>
.264 <i>d</i>	.327 <i>d</i>		.452 <i>c</i>	.515 <i>c</i>
.265 <i>a</i>	.328 <i>d</i>	1.390 <i>c</i>	.453 <i>b</i>	.516 <i>c</i>
.266 <i>b</i>	.329 <i>e</i>	.391 <i>d</i>	.454 <i>e</i>	.517 <i>b</i>
.267 <i>e</i>		.392 <i>a</i>	.455 <i>b</i>	.518 <i>e</i>
.268 <i>b</i>	1.330 <i>d</i>	.393 <i>a</i>	.456 <i>e</i>	.519 <i>b</i>
.269 <i>d</i>	.331 <i>b</i>	.394 <i>b</i>	.457 <i>c</i>	
	.332 <i>b</i>	.395 <i>d</i>	.458 <i>a</i>	1.520 <i>b</i>
1.270 <i>e</i>	.333 <i>b</i>	.396 <i>c</i>	.459 <i>b</i>	.521 <i>c</i>
.271 <i>e</i>	.334 <i>b</i>	.397 <i>c</i>		.522 <i>b</i>
.272 <i>a</i>	.335 <i>d</i>	.398 <i>d</i>	1.460 <i>c</i>	.523 <i>c</i>
.273 <i>a</i>	.336 <i>c</i>	.399 <i>c</i>	.461 <i>d</i>	.524 <i>a</i>
.274 <i>b</i>	.337 <i>c</i>		.462 <i>c</i>	.525 <i>b</i>
.275 <i>d</i>	.338 <i>b</i>	1.400 <i>a</i>	.463 <i>c</i>	.526 <i>a</i>
.276 <i>d</i>	.339 <i>e</i>	.401 <i>c</i>	.464 <i>a</i>	.527 <i>d</i>
.277 <i>c</i>		.402 <i>a</i>	.465 <i>a</i>	.528 <i>c</i>
.278 <i>a</i>	1.340 <i>d</i>	.403 <i>a</i>	.466 <i>c</i>	.529 <i>e</i>
.279 <i>c</i>	.341 <i>a</i>	.404 <i>a</i>	.467 <i>d</i>	
	.342 <i>b</i>	.405 <i>b</i>	.468 <i>d</i>	1.530 <i>a</i>
1.280 <i>e</i>	.343 <i>c</i>	.406 <i>a</i>	.469 <i>e</i>	.531 <i>c</i>
.281 <i>c</i>	.344 <i>b</i>	.407 <i>d</i>		.532 <i>d</i>
.282 <i>c</i>	.345 <i>d</i>	.408 <i>b</i>	1.470 <i>d</i>	.533 <i>c</i>
.283 <i>a</i>	.346 <i>e</i>	.409 <i>d</i>	.471 <i>b</i>	.534 <i>d</i>
.284 <i>a</i>	.347 <i>b</i>		.472 <i>c</i>	.535 <i>a</i>
.285 <i>d</i>	.348 <i>a</i>	1.410 <i>a</i>	.473 <i>b</i>	.536 <i>c</i>
.286 <i>a</i>	.349 <i>c</i>	.411 <i>c</i>	.474 <i>c</i>	.537 <i>b</i>
.287 <i>a</i>		.412 <i>b</i>	.475 <i>c</i>	.538 <i>a</i>
.288 <i>e</i>	1.350 <i>d</i>	.413 <i>c</i>	.476 <i>c</i>	.539 <i>b</i>
.289 <i>a</i>	.351 <i>a</i>	.414 <i>e</i>	.477 <i>d</i>	
	.352 <i>a</i>	.415 <i>a</i>	.478 <i>c</i>	1.540 <i>c</i>
1.290 <i>c</i>	.353 <i>c</i>	.416 <i>d</i>	.479 <i>d</i>	.541 <i>d</i>
.291 <i>c</i>	.354 <i>a</i>	.417 <i>e</i>		.542 <i>e</i>
.292 <i>a</i>	.355 <i>e</i>	.418 <i>c</i>	1.480 <i>e</i>	.543 <i>c</i>
.293 <i>a</i>	.356 <i>e</i>	.419 <i>b</i>	.481 <i>d</i>	.544 <i>c</i>
.294 <i>b</i>	.357 <i>c</i>		.482 <i>a</i>	.545 <i>d</i>
.295 <i>b</i>	.358 <i>e</i>	1.420 <i>a</i>	.483 <i>a</i>	.546 <i>a</i>
.296 <i>b</i>	.359 <i>b</i>	.421 <i>e</i>	.484 <i>b</i>	.547 <i>b</i>
.297 <i>c</i>		.422 <i>b</i>	.485 <i>b</i>	.548 <i>a</i>
.298 <i>a</i>	1.360 <i>c</i>	.423 <i>b</i>	.486 <i>e</i>	.549 <i>d</i>
.299 <i>b</i>	.361 <i>c</i>	.424 <i>e</i>	.487 <i>c</i>	
	.362 <i>b</i>	.425 <i>e</i>	.488 <i>d</i>	1.550 <i>b</i>
1.300 <i>e</i>	.363 <i>b</i>	.426 <i>c</i>	.489 <i>a</i>	.551 <i>d</i>
.301 <i>b</i>	.364 <i>c</i>	.427 <i>c</i>		.552 <i>d</i>
.302 <i>e</i>	.365 <i>c</i>	.428 <i>a</i>	1.490 <i>a</i>	.553 <i>c</i>
.303 <i>a</i>	.366 <i>b</i>	.429 <i>e</i>	.491 <i>a</i>	.554 <i>c</i>
.304 <i>c</i>	.367 <i>e</i>		.492 <i>d</i>	.555 <i>e</i>
.305 <i>c</i>	.368 <i>d</i>	1.430 <i>a</i>	.493 <i>a</i>	.556 <i>b</i>



1.557 <i>b</i>	1.620 <i>c</i>	1.683 <i>e</i>	1.746 <i>d</i>	1.809 <i>e</i>
.558 <i>c</i>	.621 <i>d</i>	.684 <i>e</i>	.747 <i>e</i>	
.559 <i>c</i>	.622 <i>b</i>	.685 <i>a</i>	.748 <i>b</i>	1.810 <i>a</i>
	.623 <i>e</i>	.686 <i>b</i>	.749 <i>a</i>	.811 <i>c</i>
1.560 <i>e</i>	.624 <i>d</i>	.687 <i>c</i>		.812 <i>e</i>
.561 <i>e</i>	.625 <i>c</i>	.688 <i>c</i>	1.750 <i>e</i>	.813 <i>a</i>
.562 <i>d</i>	.626 <i>d</i>	.689 <i>e</i>	.751 <i>a</i>	.814 <i>c</i>
.563 <i>b</i>	.627 <i>d</i>		.752 <i>e</i>	.815 <i>e</i>
.564 <i>d</i>	.628 <i>e</i>	1.690 <i>c</i>	.753 <i>c</i>	.816 <i>a</i>
.565 <i>a</i>	.629 <i>e</i>	.691 <i>c</i>	.754 <i>b</i>	.817 <i>a</i>
.566 <i>b</i>		.692 <i>b</i>	.755 <i>b</i>	.818 <i>c</i>
.567 <i>b</i>	1.630 <i>c</i>	.693 <i>c</i>	.756 <i>d</i>	.819 <i>e</i>
.568 <i>b</i>	.631 <i>a</i>	.694 <i>d</i>	.757 <i>c</i>	
.569 <i>b</i>	.632 <i>d</i>	.695 <i>d</i>	.758 <i>e</i>	1.820 <i>e</i>
	.633 <i>c</i>	.696 <i>a</i>	.759 <i>c</i>	.821 <i>c</i>
1.570 <i>c</i>	.634 <i>d</i>	.697 <i>e</i>		.822 <i>e</i>
.571 <i>c</i>	.635 <i>d</i>	.698 <i>b</i>	1.760 <i>e</i>	.823 <i>d</i>
.572 <i>d</i>	.636 <i>d</i>	.699 <i>c</i>	.761 <i>a</i>	.824 <i>b</i>
.573 <i>c</i>	.637 <i>d</i>		.762 <i>b</i>	.825 <i>a</i>
.574 <i>d</i>	.638 <i>b</i>	1.700 <i>a</i>	.763 <i>b</i>	.826 <i>c</i>
.575 <i>e</i>	.639 <i>a</i>	.701 <i>c</i>	.764 <i>d</i>	.827 <i>c</i>
.576 <i>d</i>		.702 <i>b</i>	.765 <i>e</i>	.828 <i>b</i>
.577 <i>c</i>	1.640 <i>d</i>	.703 <i>c</i>	.766 <i>c</i>	.829 <i>c</i>
.578 <i>d</i>	.641 <i>b</i>	.704 <i>b</i>	.767 <i>b</i>	
.579 <i>b</i>	.642 <i>d</i>	.705 <i>a</i>	.768 <i>b</i>	1.830 <i>b</i>
	.643 <i>e</i>	.706 <i>b</i>	.769 <i>c</i>	.831 <i>b</i>
1.580 <i>c</i>	.644 <i>b</i>	.707 <i>d</i>		.832 <i>b</i>
.581 <i>a</i>	.645 <i>b</i>	.708 <i>d</i>	1.770 <i>c</i>	.833 <i>d</i>
.582 <i>a</i>	.646 <i>e</i>	.709 <i>d</i>	.771 <i>d</i>	.834 <i>b</i>
.583 <i>e</i>	.647 <i>c</i>		.772 <i>d</i>	.835 <i>d</i>
.584 <i>b</i>	.648 <i>e</i>	1.710 <i>e</i>	.773 <i>b</i>	.836 <i>d</i>
.585 <i>b</i>	.649 <i>e</i>	.711 <i>e</i>	.774 <i>c</i>	.837 <i>c</i>
.586 <i>c</i>		.712 <i>b</i>	.775 <i>c</i>	.838 <i>c</i>
.587 <i>a</i>	1.650 <i>d</i>	.713 <i>a</i>	.776 <i>b</i>	.839 <i>a</i>
.588 <i>b</i>	.651 <i>c</i>	.714 <i>c</i>	.777 <i>c</i>	
.589 <i>c</i>	.652 <i>d</i>	.715 <i>c</i>	.778 <i>e</i>	1.840 <i>c</i>
	.653 <i>c</i>	.716 <i>d</i>	.779 <i>b</i>	.841 <i>b</i>
1.590 <i>e</i>	.654 <i>e</i>	.717 <i>b</i>		.842 <i>c</i>
.591 <i>c</i>	.655 <i>e</i>	.718 <i>c</i>	1.780 <i>e</i>	.843 <i>b</i>
.592 <i>c</i>	.656 <i>a</i>	.719 <i>e</i>	.781 <i>c</i>	.844 <i>d</i>
.593 <i>a</i>	.657 <i>a</i>		.782 <i>a</i>	.845 <i>c</i>
.594 <i>c</i>	.658 <i>b</i>	1.720 <i>e</i>	.783 <i>c</i>	.846 <i>c</i>
.595 <i>e</i>	.659 <i>b</i>	.721 <i>d</i>	.784 <i>d</i>	.847 <i>a</i>
.596 <i>d</i>		.722 <i>d</i>	.785 <i>b</i>	.848 <i>c</i>
.597 <i>d</i>	1.660 <i>b</i>	.723 <i>a</i>	.786 <i>d</i>	.849 <i>a</i>
.598 <i>e</i>	.661 <i>a</i>	.724 <i>c</i>	.787 <i>c</i>	
.599 <i>e</i>	.662 <i>c</i>	.725 <i>a</i>	.788 <i>e</i>	1.850 <i>c</i>
	.663 <i>a</i>	.726 <i>a</i>	.789 <i>d</i>	.851 <i>b</i>
1.600 <i>e</i>	.664 <i>e</i>	.727 <i>d</i>		.852 <i>b</i>
.601 <i>d</i>	.665 <i>d</i>	.728 <i>d</i>	1.790 <i>c</i>	.853 <i>c</i>
.602 <i>a</i>	.666 <i>d</i>	.729 <i>c</i>	.791 <i>d</i>	.854 <i>c</i>
.603 <i>b</i>	.667 <i>d</i>		.792 <i>a</i>	.855 <i>e</i>
.604 <i>c</i>	.668 <i>e</i>	1.730 <i>e</i>	.793 <i>e</i>	.856 <i>b</i>
.605 <i>e</i>	.669 <i>c</i>	.731 <i>b</i>	.794 <i>d</i>	.857 <i>b</i>
.606 <i>a</i>		.732 <i>c</i>	.795 <i>c</i>	.858 <i>b</i>
.607 <i>a</i>	1.670 <i>e</i>	.733 <i>a</i>	.796 <i>a</i>	.859 <i>b</i>
.608 <i>a</i>	.671 <i>d</i>	.734 <i>e</i>	.797 <i>b</i>	
.609 <i>b</i>	.672 <i>c</i>	.735 <i>c</i>	.798 <i>a</i>	1.860 <i>c</i>
	.673 <i>c</i>	.736 <i>c</i>	.799 <i>e</i>	.861 <i>b</i>
1.610 <i>b</i>	.674 <i>a</i>	.737 <i>e</i>		.862 <i>d</i>
.611 <i>e</i>	.675 <i>d</i>	.738 <i>b</i>	1.800 <i>b</i>	.863 <i>c</i>
.612 <i>e</i>	.676 <i>a</i>	.739 <i>e</i>	.801 <i>a</i>	.864 <i>c</i>
.613 <i>b</i>	.677 <i>b</i>		.802 <i>d</i>	.865 <i>c</i>
.614 <i>b</i>	.678 <i>e</i>	1.740 <i>b</i>	.803 <i>e</i>	.866 <i>b</i>
.615 <i>e</i>	.679 <i>b</i>	.741 <i>e</i>	.804 <i>e</i>	.867 <i>b</i>
.616 <i>c</i>		.742 <i>a</i>	.805 <i>c</i>	.868 <i>d</i>
.617 <i>a</i>	1.680 <i>b</i>	.743 <i>c</i>	.806 <i>b</i>	.869 <i>d</i>
.618 <i>b</i>	.681 <i>a</i>	.744 <i>b</i>	.807 <i>d</i>	
.619 <i>c</i>	.682 <i>a</i>	.745 <i>b</i>	.808 <i>e</i>	1.870 <i>c</i>

1.871 <i>d</i>	1.884 <i>b</i>	1.897 <i>a</i>	1.910 <i>b</i>	1.923 <i>d</i>
.872 <i>c</i>	.885 <i>c</i>	.898 <i>b</i>	.911 <i>b</i>	.924 <i>d</i>
.873 <i>b</i>	.886 <i>c</i>	.899 <i>d</i>	.912 <i>c</i>	.925 <i>d</i>
.874 <i>e</i>	.887 <i>b</i>		.913 <i>b</i>	.926 <i>d</i>
.875 <i>b</i>	.888 <i>c</i>	1.900 <i>d</i>	.914 <i>e</i>	.927 <i>c</i>
.876 <i>b</i>	.889 <i>b</i>	.901 <i>e</i>	.915 <i>a</i>	.928 <i>c</i>
.877 <i>c</i>		.902 <i>e</i>	.916 <i>c</i>	.929 <i>a</i>
.878 <i>a</i>	1.890 <i>a</i>	.903 <i>e</i>	.917 <i>b</i>	
.879 <i>b</i>	.891 <i>b</i>	.904 <i>d</i>	.918 <i>d</i>	1.930 <i>d</i>
	.892 <i>d</i>	.905 <i>c</i>	.919 <i>d</i>	.931 <i>a</i>
1.880 <i>c</i>	.893 <i>b</i>	.906 <i>a</i>		.932 <i>d</i>
.881 <i>c</i>	.894 <i>d</i>	.907 <i>e</i>	1.920 <i>e</i>	
.882 <i>a</i>	.895 <i>c</i>	.908 <i>d</i>	.921 <i>e</i>	
.883 <i>d</i>	.896 <i>a</i>	.909 <i>b</i>	.922 <i>e</i>	

## CHAPTER 2

2.1 <i>c</i>	2.42 <i>d</i>	2.75 <i>b</i>	2.116 <i>c</i>	2.157 <i>d</i>
.2 <i>d</i>	.43 <i>b</i>	.76 <i>b</i>	.117 <i>c</i>	.158 <i>a</i>
.3 <i>c</i>	.44 <i>d</i>	.77 <i>b</i>	.118 <i>c</i>	.159 <i>b</i>
.4 <i>b</i>	.45 <i>a</i>	.78 <i>d</i>	.119 <i>d</i>	
.5 <i>c</i>	.46 <i>e</i>	.79 <i>c</i>		2.160 <i>a</i>
.6 <i>e</i>	.47 <i>c</i>		2.120 <i>b</i>	.161 <i>b</i>
.7 <i>b</i>	.48 <i>b</i>	2.80 <i>b</i>	.121 <i>b</i>	.162 <i>e</i>
.8 <i>c</i>	.49 <i>d</i>	.81 <i>a</i>	.122 <i>c</i>	.163 <i>a</i>
.9 <i>a</i>		.82 <i>d</i>	.123 <i>e</i>	.164 <i>e</i>
	2.50 <i>b</i>	.83 <i>b</i>	.124 <i>b</i>	.165 <i>e</i>
2.10 <i>b</i>	.51 <i>b</i>	.84 <i>b</i>	.125 <i>c</i>	.166 <i>c</i>
.11 <i>b</i>	.52 <i>c</i>	.85 <i>b</i>	.126 <i>b</i>	.167 <i>b</i>
.12 <i>b</i>	.53 <i>b</i>	.86 <i>b</i>	.127 <i>e</i>	.168 <i>c</i>
.13 <i>d</i>	.54 <i>e</i>	.87 <i>a</i>	.128 <i>b</i>	.169 <i>c</i>
.14 <i>e</i>	.55 <i>b</i>	.88 <i>b</i>	.129 <i>e</i>	
.15 <i>b</i>	.56 <i>e</i>	.89 <i>c</i>		2.170 <i>b</i>
.16 <i>a</i>	.57 <i>b</i>		2.130 <i>b</i>	.171 <i>b</i>
.17 <i>d</i>	.58 <i>d</i>	2.90 <i>c</i>	.131 <i>b</i>	.172 <i>c</i>
.18 <i>e</i>		.91 <i>b</i>	.132 <i>d</i>	.173 <i>d</i>
.19 <i>c</i>	.59 <i>1d</i>	.92 <i>d</i>	.133 <i>c</i>	.174 <i>a</i>
	2 <i>e</i>	.93 <i>d</i>	.134 <i>d</i>	.175 <i>b</i>
2.20 <i>c</i>	3 <i>e</i>	.94 <i>a</i>	.135 <i>b</i>	.176 <i>a</i>
.21 <i>a</i>	4 <i>a</i>	.95 <i>b</i>	.136 <i>b</i>	.177 <i>b</i>
.22 <i>c</i>	5 <i>c</i>	.96 <i>d</i>	.137 <i>a</i>	.178 <i>c</i>
.23 <i>b</i>	6 <i>c</i>	.97 <i>d</i>	.138 <i>b</i>	.179 <i>b</i>
.24 <i>b</i>	7 <i>c</i>	.98 <i>b</i>	.139 <i>d</i>	
.25 <i>d</i>	8 <i>d</i>	.99 <i>d</i>		2.180 <i>d</i>
.26 <i>c</i>	9 <i>b</i>		2.140 <i>c</i>	.181 <i>b</i>
.27 <i>a</i>		2.100 <i>a</i>	.141 <i>b</i>	.182 <i>b</i>
.28 <i>c</i>	2.60 <i>c</i>	.101 <i>b</i>	.142 <i>e</i>	.183 <i>e</i>
.29 <i>e</i>	.61 <i>d</i>	.102 <i>d</i>	.143 <i>b</i>	.184 <i>e</i>
	.62 <i>d</i>	.103 <i>e</i>	.144 <i>c</i>	.185 <i>c</i>
2.30 <i>b</i>	.63 <i>c</i>	.104 <i>d</i>	.145 <i>e</i>	.186 <i>e</i>
.31 <i>c</i>	.64 <i>e</i>	.105 <i>e</i>	.146 <i>c</i>	.187 <i>d</i>
.32 <i>b</i>	.65 <i>a</i>	.106 <i>d</i>	.147 <i>c</i>	.188 <i>d</i>
.33 <i>d</i>	.66 <i>e</i>	.107 <i>b</i>	.148 <i>a</i>	.189 <i>b</i>
.34 <i>d</i>	.67 <i>c</i>	.108 <i>b</i>	.149 <i>b</i>	
.35 <i>a</i>	.68 <i>b</i>	.109 <i>d</i>		2.190 <i>d</i>
.36 <i>b</i>	.69 <i>d</i>		2.150 <i>d</i>	.191 <i>a</i>
.37 <i>d</i>		2.110 <i>c</i>	.151 <i>b</i>	.192 <i>d</i>
.38 <i>d</i>	2.70 <i>e</i>	.111 <i>b</i>	.152 <i>e</i>	.193 <i>b</i>
.39 <i>a</i>	.71 <i>c</i>	.112 <i>d</i>	.153 <i>d</i>	.194 <i>b</i>
	.72 <i>d</i>	.113 <i>b</i>	.154 <i>d</i>	.195 <i>c</i>
2.40 <i>b</i>	.73 <i>d</i>	.114 <i>d</i>	.155 <i>c</i>	.196 <i>d</i>
.41 <i>d</i>	.74 <i>d</i>	.115 <i>e</i>	.156 <i>e</i>	.197 <i>e</i>

2.198 <i>e</i>	2.242 <i>d</i>	2.305 <i>d</i>	2.368 <i>e</i>	2.430 <i>b</i>
.199 <i>c</i>	.243 <i>d</i>	.306 <i>b</i>	.369 <i>a</i>	.431 <i>b</i>
	.244 <i>b</i>	.307 <i>e</i>		.432 <i>a</i>
2.200 <i>e</i>	.245 <i>e</i>	.308 <i>c</i>	2.370 <i>b</i>	.433 <i>d</i>
.201 <i>e</i>	.246 <i>c</i>	.309 <i>b</i>	.371 <i>a</i>	.434 <i>b</i>
.202 <i>c</i>	.247 <i>c</i>		.372 <i>c</i>	.435 <i>b</i>
.203 <i>c</i>	.248 <i>e</i>	2.310 <i>c</i>	.373 <i>d</i>	.436 <i>b</i>
.204 <i>b</i>	.249 <i>b</i>	.311 <i>b</i>	.374 <i>c</i>	.437 <i>c</i>
.205 <i>c</i>		.312 <i>b</i>	.375 <i>d</i>	.438 <i>b</i>
.206 <i>d</i>	2.250 <i>d</i>	.313 <i>e</i>	.376 <i>c</i>	.439 <i>d</i>
.207 <i>d</i>	.251 <i>b</i>	.314 <i>c</i>	.377 <i>c</i>	
.208 <i>e</i>	.252 <i>e</i>	.315 <i>b</i>	.378 <i>e</i>	2.440 <i>d</i>
.209 <i>b</i>	.253 <i>c</i>	.316 <i>c</i>	.379 <i>b</i>	.441 <i>a</i>
	.254 <i>b</i>	.317 <i>c</i>		.442 <i>b</i>
2.210 <i>d</i>	.255 <i>b</i>	.318 <i>b</i>	2.380 <i>c</i>	.443 <i>b</i>
.211 <i>c</i>	.256 <i>d</i>	.319 <i>d</i>	.381 <i>b</i>	.444 <i>e</i>
.212 <i>b</i>	.257 <i>b</i>		.382 <i>a</i>	.445 <i>b</i>
.213 <i>d</i>	.258 <i>b</i>	2.320 <i>c</i>	.383 <i>d</i>	.446 <i>d</i>
.214 <i>d</i>	.259 <i>e</i>	.321 <i>c</i>	.384 <i>d</i>	.447 <i>b</i>
.215 <i>d</i>		.322 <i>b</i>	.385 <i>d</i>	.448 <i>e</i>
.216 <i>d</i>	2.260 <i>a</i>	.323 <i>a</i>	.386 <i>c</i>	.449 <i>c</i>
.217 <i>c</i>	.261 <i>d</i>	.324 <i>d</i>	.387 <i>d</i>	
.218 <i>c</i>	.262 <i>a</i>	.325 <i>b</i>	.388 <i>e</i>	2.450 <i>d</i>
.219 <i>d</i>	.263 <i>d</i>	.326 <i>c</i>	.389 <i>d</i>	.451 <i>d</i>
	.264 <i>c</i>	.327 <i>b</i>		.452 <i>c</i>
2.220 <i>b</i>	.265 <i>d</i>	.328 <i>e</i>	2.390 <i>c</i>	.453 <i>b</i>
.221 <i>e</i>	.266 <i>b</i>	.329 <i>c</i>	.391 <i>c</i>	.454 <i>d</i>
.222 <i>b</i>	.267 <i>e</i>		.392 <i>c</i>	.455 <i>c</i>
.223 <i>e</i>	.268 <i>c</i>	2.330 <i>c</i>	.393 <i>a</i>	.456 <i>e</i>
.224 <i>b</i>	.269 <i>c</i>	.331 <i>a</i>	.394 <i>b</i>	.457 <i>d</i>
.225 <i>e</i>		.332 <i>b</i>	.395 <i>d</i>	.458 <i>e</i>
.226 <i>b</i>	2.270 <i>c</i>	.333 <i>d</i>	.396 <i>c</i>	.459 <i>e</i>
.227 <i>b</i>	.271 <i>b</i>	.334 <i>b</i>	.397 <i>b</i>	
.228 <i>c</i>	.272 <i>b</i>	.335 <i>b</i>	.398 <i>c</i>	2.460 <i>a</i>
.229 <i>a</i>	.273 <i>d</i>	.336 <i>e</i>	.399 <i>b</i>	.461 <i>e</i>
	.274 <i>b</i>	.337 <i>a</i>		.462 <i>d</i>
2.230 <i>b</i>	.275 <i>a</i>	.338 <i>d</i>	2.400 <i>b</i>	.463 <i>d</i>
.231 <i>e</i>	.276 <i>c</i>	.339 <i>e</i>	.401 <i>c</i>	.464 <i>c</i>
.232 <i>b</i>	.277 <i>c</i>		.402 <i>c</i>	.465 <i>e</i>
.233 <i>c</i>	.278 <i>d</i>	2.340 <i>e</i>	.403 <i>c</i>	.466 <i>b</i>
.234 <i>a</i>	.279 <i>c</i>	.341 <i>b</i>	.404 <i>b</i>	.467 <i>a</i>
.235 <i>b</i>		.342 <i>e</i>	.405 <i>d</i>	.468 <i>b</i>
.236 <i>c</i>	2.280 <i>e</i>	.343 <i>d</i>	.406 <i>d</i>	.469 <i>c</i>
.237 <i>1a</i>	.281 <i>c</i>	.344 <i>a</i>	.407 <i>c</i>	
<i>2d</i>	.282 <i>d</i>	.345 <i>c</i>	.408 <i>d</i>	2.470 <i>d</i>
<i>3b</i>	.283 <i>d</i>	.346 <i>e</i>	.409 <i>d</i>	.471 <i>c</i>
<i>4c</i>	.284 <i>c</i>	.347 <i>d</i>		.472 <i>c</i>
<i>5e</i>	.285 <i>c</i>	.348 <i>a</i>	2.410 <i>b</i>	.473 <i>b</i>
<i>6e</i>	.286 <i>c</i>	.349 <i>c</i>	.411 <i>b</i>	.474 <i>b</i>
<i>7e</i>	.287 <i>a</i>		.412 <i>c</i>	.475 <i>d</i>
<i>8c</i>	.288 <i>c</i>	2.350 <i>b</i>	.413 <i>d</i>	.476 <i>d</i>
<i>9c</i>	.289 <i>d</i>	.351 <i>c</i>	.414 <i>d</i>	.477 <i>c</i>
<i>10c</i>		.352 <i>c</i>	.415 <i>d</i>	.478 <i>b</i>
<i>11c</i>	2.290 <i>d</i>	.353 <i>b</i>	.416 <i>d</i>	.479 <i>a</i>
<i>12c</i>	.291 <i>d</i>	.354 <i>b</i>	.417 <i>c</i>	
<i>13c</i>	.292 <i>d</i>	.355 <i>c</i>	.418 <i>b</i>	2.480 <i>b</i>
<i>14b</i>	.293 <i>c</i>	.356 <i>a</i>	.419 <i>b</i>	.481 <i>e</i>
<i>15a</i>	.294 <i>a</i>	.357 <i>b</i>		.482 <i>e</i>
<i>16b</i>	.295 <i>d</i>	.358 <i>e</i>	2.420 <i>e</i>	.483 <i>d</i>
<i>17c</i>	.296 <i>d</i>	.359 <i>c</i>	.421 <i>b</i>	.484 <i>b</i>
<i>18e</i>	.297 <i>c</i>		.422 <i>b</i>	.485 <i>d</i>
<i>19c</i>	.298 <i>c</i>	2.360 <i>d</i>	.423 <i>b</i>	.486 <i>e</i>
	.299 <i>d</i>	.361 <i>b</i>	.424 <i>d</i>	.487 <i>c</i>
.238 <i>b</i>	2.300 <i>b</i>	.362 <i>a</i>	.425 <i>a</i>	.488 <i>c</i>
.239 <i>c</i>	.301 <i>d</i>	.363 <i>b</i>	.426 <i>e</i>	.489 <i>d</i>
	.302 <i>b</i>	.364 <i>e</i>	.427 <i>a</i>	
2.240 <i>c</i>	.303 <i>d</i>	.365 <i>b</i>	.428 <i>c</i>	2.490 <i>c</i>
.241 <i>b</i>	.304 <i>c</i>	.366 <i>c</i>	.429 <i>d</i>	.491 <i>b</i>
		.367 <i>c</i>		.492 <i>b</i>



2.493 b	2.556 a	2.602 a	2.665 b	2.728 c
.494 b	.557 c	.603 c	.666 c	.729 b
.495 c	.558 d	.604 c	.667 b	
.496 c	.559 d	.605 c	.668 b	2.730 a
.497 c		.606 e	.669 c	.731 c
.498 c	2.560 d	.607 b		.732 b
.499 d	.561 b	.608 e	2.670 d	.733 c
	.562 d	.609 a	.671 c	.734 a
2.500 a	.563 a		.672 c	.735 c
.501 b	.564 c	2.610 c	.673 a	.736 b
.502 b	.565 a	.611 b	.674 b	.737 b
.503 c	.566 b	.612 d	.675 c	.738 b
.504 d	.567 b	.613 d	.676 b	.739 c
.505 b	.568 c	.614 b	.677 d	
.506 d	.569 c	.615 a	.678 c	2.740 c
.507 d		.616 d	.679 c	.741 b
.508 b	2.570 1b	.617 d		.742 e
.509 d	2e	.618 d	2.680 c	.743 c
	3e	.619 c	.681 e	.744 b
2.510 c	4a		.682 d	.745 e
.511 b	5e	2.620 c	.683 c	.746 b
.512 c	6b	.621 c	.684 c	.747 d
.513 c	7d	.622 b	.685 e	.748 b
.514 c	8b	.623 c	.686 b	.749 a
.515 b	9c	.624 d	.687 c	
.516 b	10c	.625 b	.688 d	2.750 e
.517 c	11e	.626 d	.689 d	.751 c
.518 d	12e	.627 b		.752 c
.519 c	13e	.628 d	2.690 c	.753 d
	14e	.629 b	.691 d	.754 b
2.520 d	15c		.692 a	.755 b
.521 e	16e	2.630 b	.693 c	.756 e
.522 b	17a	.631 b	.694 d	.757 d
.523 a	18e	.632 b	.695 a	.758 c
.524 d		.633 c	.696 a	.759 d
.525 c	.571 a	.634 b	.697 b	
.526 d	.572 c	.635 b	.698 d	2.760 a
.527 d	.573 c	.636 c	.699 c	.761 c
.528 b	.574 d	.637 b		.762 e
.529 b	.575 c	.638 c	2.700 d	.763 d
	.576 a	.639 c	.701 b	.764 a
2.530 d	.577 d		.702 b	.765 c
.531 c	.578 b	2.640 d	.703 b	.766 b
.532 b	.579 a	.641 d	.704 d	.767 c
.533 c		.642 c	.705 d	.768 d
.534 c	2.580 d	.643 c	.706 c	.769 a
.535 e	.581 c	.644 b	.707 b	
.536 d	.582 d	.645 a	.708 a	2.770 b
.537 a	.583 a	.646 b	.709 c	.771 e
.538 c	.584 c	.647 a		.772 b
.539 a	.585 d	.648 b	2.710 b	.773 d
	.586 c	.649 c	.711 b	.774 d
2.540 e	.587 c		.712 c	.775 b
.541 c	.588 c	2.650 c	.713 b	.776 d
.542 d	.589 b	.651 d	.714 b	.777 b
.543 c		.652 c	.715 a	.778 b
.544 e	2.590 c	.653 c	.716 c	.779 c
.545 d	.591 b	.654 c	.717 b	
.546 d	.592 c	.655 c	.718 c	2.780 d
.547 b	.593 c	.656 c	.719 c	.781 b
.548 c	.594 d	.657 a		.782 d
.549 e	.595 e	.658 d	2.720 b	.783 c
	.596 c	.659 c	.721 b	.784 d
2.550 a	.597 b		.722 a	.785 c
.551 e	.598 b	2.660 c	.723 d	.786 c
.552 a	.599 d	.661 c	.724 b	.787 e
.553 c		.662 c	.725 d	.788 e
.554 c	2.600 c	.663 c	.726 e	.789 a
.555 b	.601 b	.664 e	.727 d	

2.790 <i>c</i>	2.853 <i>b</i>	2.916 <i>e</i>	2.979 <i>c</i>	2.1041 <i>d</i>
.791 <i>e</i>	.854 <i>b</i>	.917 <i>d</i>		.1042 <i>e</i>
.792 <i>d</i>	.855 <i>d</i>	.918 <i>c</i>	2.980 <i>b</i>	.1043 <i>e</i>
.793 <i>c</i>	.856 <i>d</i>	.919 <i>b</i>	.981 <i>e</i>	.1044 <i>c</i>
.794 <i>c</i>	.857 <i>d</i>		.982 <i>a</i>	.1045 <i>b</i>
.795 <i>e</i>	.858 <i>d</i>	2.920 <i>c</i>	.983 <i>d</i>	.1046 <i>d</i>
.796 <i>c</i>	.859 <i>b</i>	.921 <i>b</i>	.984 <i>d</i>	.1047 <i>d</i>
.797 <i>b</i>		.922 <i>b</i>	.985 <i>c</i>	.1048 <i>e</i>
.798 <i>c</i>	2.860 <i>e</i>	.923 <i>b</i>	.986 <i>c</i>	.1049 <i>b</i>
.799 <i>b</i>	.861 <i>b</i>	.924 <i>b</i>	.987 <i>c</i>	
	.862 <i>d</i>	.925 <i>e</i>	.988 <i>c</i>	2.1050 <i>c</i>
2.800 <i>a</i>	.863 <i>c</i>	.926 <i>b</i>	.989 <i>b</i>	.1051 <i>b</i>
.801 <i>d</i>	.864 <i>c</i>	.927 <i>c</i>		.1052 <i>b</i>
.802 <i>c</i>	.865 <i>a</i>	.928 <i>d</i>	2.990 <i>c</i>	.1053 <i>d</i>
.803 <i>b</i>	.866 <i>e</i>	.929 <i>a</i>	.991 <i>c</i>	.1054 <i>c</i>
.804 <i>d</i>	.867 <i>e</i>		.992 <i>d</i>	.1055 <i>c</i>
.805 <i>c</i>	.868 <i>e</i>	2.930 <i>e</i>	.993 <i>c</i>	.1056 <i>a</i>
.806 <i>b</i>	.869 <i>b</i>	.931 <i>c</i>	.994 <i>b</i>	.1057 <i>e</i>
.807 <i>d</i>		.932 <i>e</i>	.995 <i>e</i>	.1058 <i>a</i>
.808 <i>b</i>	2.870 <i>c</i>	.933 <i>e</i>	.996 <i>b</i>	.1059 <i>c</i>
.809 <i>e</i>	.871 <i>c</i>	.934 <i>c</i>	.997 <i>a</i>	
	.872 <i>b</i>	.935 <i>b</i>	.998 <i>a</i>	2.1060 <i>b</i>
2.810 <i>c</i>	.873 <i>b</i>	.936 <i>d</i>	.999 <i>a</i>	.1061 <i>e</i>
.811 <i>c</i>	.874 <i>b</i>	.937 <i>b</i>		.1062 <i>d</i>
.812 <i>d</i>	.875 <i>a</i>	.938 <i>c</i>	2.1000 <i>b</i>	.1063 <i>e</i>
.813 <i>b</i>	.876 <i>e</i>	.939 <i>e</i>	.1001 <i>c</i>	.1064 <i>d</i>
.814 <i>d</i>	.877 <i>b</i>		.1002 <i>e</i>	.1065 <i>d</i>
.815 <i>d</i>	.878 <i>b</i>	2.940 <i>e</i>	.1003 <i>c</i>	.1066 <i>e</i>
.816 <i>e</i>	.879 <i>c</i>	.941 <i>b</i>	.1004 <i>d</i>	.1067 <i>c</i>
.817 <i>e</i>		.942 <i>b</i>	.1005 <i>e</i>	.1068 <i>d</i>
.818 <i>b</i>	2.880 <i>c</i>	.943 <i>e</i>	.1006 <i>d</i>	.1069 <i>d</i>
.819 <i>d</i>	.881 <i>d</i>	.944 <i>c</i>	.1007 <i>b</i>	
	.882 <i>b</i>	.945 <i>d</i>	.1008 <i>b</i>	2.1070 <i>b</i>
2.820 <i>b</i>	.883 <i>a</i>	.946 <i>b</i>	.1009 <i>b</i>	.1071 <i>b</i>
.821 <i>e</i>	.884 <i>b</i>	.947 <i>a</i>		.1072 <i>e</i>
.822 <i>b</i>	.885 <i>b</i>	.948 <i>c</i>	2.1010 <i>d</i>	.1073 <i>c</i>
.823 <i>c</i>	.886 <i>c</i>	.949 <i>a</i>	.1011 <i>d</i>	.1074 <i>d</i>
.824 <i>c</i>	.887 <i>c</i>		.1012 <i>b</i>	.1075 <i>e</i>
.825 <i>b</i>	.888 <i>d</i>	2.950 <i>a</i>	.1013 <i>b</i>	.1076 <i>c</i>
.826 <i>c</i>	.889 <i>d</i>	.951 <i>e</i>	.1014 <i>c</i>	.1077 <i>d</i>
.827 <i>d</i>		.952 <i>c</i>	.1015 <i>c</i>	.1078 <i>e</i>
.828 <i>b</i>	2.890 <i>c</i>	.953 <i>b</i>	.1016 <i>d</i>	.1079 <i>b</i>
.829 <i>c</i>	.891 <i>b</i>	.954 <i>b</i>	.1017 <i>b</i>	
	.892 <i>c</i>	.955 <i>c</i>	.1018 <i>b</i>	2.1080 <i>e</i>
2.830 <i>b</i>	.893 <i>e</i>	.956 <i>b</i>	.1019 <i>b</i>	.1081 <i>c</i>
.831 <i>e</i>	.894 <i>c</i>	.957 <i>b</i>		.1082 <i>b</i>
.832 <i>b</i>	.895 <i>d</i>	.958 <i>a</i>	2.1020 <i>b</i>	.1083 <i>e</i>
.833 <i>d</i>	.896 <i>c</i>	.959 <i>d</i>	.1021 <i>a</i>	.1084 <i>b</i>
.834 <i>d</i>	.897 <i>b</i>		.1022 <i>c</i>	.1085 <i>d</i>
.835 <i>a</i>	.898 <i>b</i>	2.960 <i>d</i>	.1023 <i>a</i>	.1086 <i>a</i>
.836 <i>b</i>	.899 <i>e</i>	.961 <i>d</i>	.1024 <i>e</i>	.1087 <i>c</i>
.837 <i>e</i>		.962 <i>c</i>	.1025 <i>d</i>	.1088 <i>b</i>
.838 <i>d</i>	2.900 <i>b</i>	.963 <i>e</i>	.1026 <i>b</i>	.1089 <i>b</i>
.839 <i>b</i>	.901 <i>b</i>	.964 <i>b</i>	.1027 <i>c</i>	
	.902 <i>d</i>	.965 <i>a</i>	.1028 <i>b</i>	2.1090 <i>a</i>
2.840 <i>b</i>	.903 <i>a</i>	.966 <i>d</i>	.1029 <i>d</i>	.1091 <i>d</i>
.841 <i>d</i>	.904 <i>b</i>	.967 <i>c</i>		.1092 <i>d</i>
.842 <i>b</i>	.905 <i>e</i>	.968 <i>a</i>	2.1030 <i>c</i>	.1093 <i>b</i>
.843 <i>e</i>	.906 <i>b</i>	.969 <i>d</i>	.1031 <i>c</i>	.1094 <i>d</i>
.844 <i>a</i>	.907 <i>b</i>		.1032 <i>b</i>	.1095 <i>b</i>
.845 <i>b</i>	.908 <i>e</i>	2.970 <i>a</i>	.1033 <i>b</i>	.1096 <i>b</i>
.846 <i>b</i>	.909 <i>b</i>	.971 <i>d</i>	.1034 <i>c</i>	.1097 <i>e</i>
.847 <i>d</i>		.972 <i>a</i>	.1035 <i>c</i>	.1098 <i>a</i>
.848 <i>c</i>	2.910 <i>d</i>	.973 <i>d</i>	.1036 <i>b</i>	.1099 <i>c</i>
.849 <i>e</i>	.911 <i>a</i>	.974 <i>a</i>	.1037 <i>b</i>	
	.912 <i>a</i>	.975 <i>c</i>	.1038 <i>c</i>	2.1100 <i>c</i>
2.850 <i>c</i>	.913 <i>b</i>	.976 <i>d</i>	.1039 <i>d</i>	.1101 <i>c</i>
.851 <i>e</i>	.914 <i>c</i>	.977 <i>c</i>		.1102 <i>b</i>
.852 <i>b</i>	.915 <i>a</i>	.978 <i>c</i>	2.1040 <i>b</i>	.1103 <i>a</i>

2.1104 <i>b</i>	2.1131 <i>b</i>	2.1194 <i>e</i>	2.1244 <i>d</i>	2.1307 <i>a</i>
.1105 <i>b</i>	.1132 <i>e</i>	.1195 <i>e</i>	.1245 <i>b</i>	.1308 <i>c</i>
.1106 <i>c</i>	.1133 <i>b</i>	.1196 <i>b</i>	.1246 <i>e</i>	.1309 <i>b</i>
.1107 <i>d</i>	.1134 <i>c</i>	.1197 <i>e</i>	.1247 <i>b</i>	
.1108 <i>c</i>	.1135 <i>b</i>	.1198 <i>c</i>	.1248 <i>c</i>	2.1310 <i>e</i>
.1109 <i>e</i>	.1136 <i>b</i>	.1199 <i>b</i>	.1249 <i>d</i>	.1311 <i>e</i>
	.1137 <i>b</i>			.1312 <i>c</i>
2.1110 <i>d</i>	.1138 <i>c</i>	2.1200 <i>c</i>	2.1250 <i>d</i>	.1313 <i>c</i>
.1111 <i>a</i>	.1139 <i>d</i>	.1201 <i>a</i>	.1251 <i>d</i>	.1314 <i>d</i>
.1112 <i>d</i>		.1202 <i>c</i>	.1252 <i>d</i>	.1315 <i>c</i>
.1113 <i>1c</i>	2.1140 <i>b</i>	.1203 <i>a</i>	.1253 <i>a</i>	.1316 <i>c</i>
2 <i>a</i>	.1141 <i>a</i>	.1204 <i>a</i>	.1254 <i>b</i>	.1317 <i>b</i>
3 <i>e</i>	.1142 <i>e</i>	.1205 <i>d</i>	.1255 <i>c</i>	.1318 <i>a</i>
4 <i>d</i>	.1143 <i>b</i>	.1206 <i>c</i>	.1256 <i>c</i>	.1319 <i>b</i>
5 <i>c</i>	.1144 <i>d</i>	.1207 <i>a</i>	.1257 <i>b</i>	
6 <i>c</i>	.1145 <i>d</i>	.1208 <i>a</i>	.1258 <i>e</i>	2.1320 <i>b</i>
7 <i>b</i>	.1146 <i>c</i>	.1209 <i>c</i>	.1259 <i>c</i>	.1321 <i>c</i>
8 <i>a</i>	.1147 <i>e</i>			.1322 <i>e</i>
9 <i>c</i>	.1148 <i>b</i>	2.1210 <i>b</i>	2.1260 <i>e</i>	.1323 <i>d</i>
10 <i>b</i>	.1149 <i>b</i>	.1211 <i>d</i>	.1261 <i>a</i>	.1324 <i>d</i>
		.1212 <i>c</i>	.1262 <i>c</i>	.1325 <i>c</i>
2.1114 <i>1d</i>	2.1150 <i>b</i>	.1213 <i>c</i>	.1263 <i>b</i>	.1326 <i>c</i>
2 <i>d</i>	.1151 <i>d</i>	.1214 <i>c</i>	.1264 <i>c</i>	.1327 <i>b</i>
3 <i>e</i>	.1152 <i>b</i>	.1215 <i>a</i>	.1265 <i>e</i>	.1328 <i>e</i>
4 <i>c</i>	.1153 <i>c</i>	.1216 <i>d</i>	.1266 <i>d</i>	.1329 <i>c</i>
5 <i>b</i>	.1154 <i>b</i>	.1217 <i>b</i>	.1267 <i>a</i>	
6 <i>e</i>	.1155 <i>a</i>	.1218 <i>c</i>	.1268 <i>c</i>	2.1330 <i>a</i>
7 <i>e</i>	.1156 <i>b</i>	.1219 <i>b</i>	.1269 <i>e</i>	.1331 <i>b</i>
8 <i>d</i>	.1157 <i>b</i>			.1332 <i>b</i>
9 <i>d</i>	.1158 <i>c</i>	2.1220 <i>e</i>	2.1270 <i>b</i>	.1333 <i>b</i>
10 <i>e</i>	.1159 <i>a</i>	.1221 <i>b</i>	.1271 <i>b</i>	.1334 <i>b</i>
11 <i>e</i>		.1222 <i>c</i>	.1272 <i>a</i>	.1335 <i>e</i>
12 <i>d</i>	2.1160 <i>b</i>	.1223 <i>c</i>	.1273 <i>b</i>	.1336 <i>e</i>
13 <i>e</i>	.1161 <i>d</i>	.1224 <i>a</i>	.1274 <i>b</i>	.1337 <i>b</i>
14 <i>d</i>	.1162 <i>b</i>	.1225 <i>d</i>	.1275 <i>c</i>	.1338 <i>d</i>
15 <i>a</i>	.1163 <i>b</i>	.1226 <i>c</i>	.1276 <i>b</i>	.1339 <i>c</i>
16 <i>a</i>	.1164 <i>d</i>	.1227 <i>e</i>	.1277 <i>c</i>	
17 <i>a</i>	.1165 <i>e</i>	.1228 <i>c</i>	.1278 <i>b</i>	2.1340 <i>c</i>
18 <i>e</i>	.1166 <i>d</i>	.1229 <i>c</i>	.1279 <i>c</i>	.1341 <i>d</i>
19 <i>e</i>	.1167 <i>c</i>			.1342 <i>c</i>
20 <i>b</i>	.1168 <i>a</i>	2.1230 <i>b</i>	2.1280 <i>b</i>	.1343 <i>d</i>
	.1169 <i>d</i>	.1231 <i>b</i>	.1281 <i>b</i>	.1344 <i>a</i>
		.1232 <i>c</i>	.1282 <i>a</i>	.1345 <i>c</i>
2.1115 <i>1d</i>	2.1170 <i>a</i>	.1233 <i>d</i>	.1283 <i>b</i>	.1346 <i>c</i>
2 <i>e</i>	.1171 <i>c</i>	.1234 <i>c</i>	.1284 <i>d</i>	.1347 <i>b</i>
3 <i>e</i>	.1172 <i>c</i>	.1235 <i>1d</i>	.1285 <i>d</i>	.1348 <i>b</i>
4 <i>d</i>	.1173 <i>d</i>	2 <i>d</i>	.1286 <i>d</i>	.1349 <i>b</i>
5 <i>b</i>	.1174 <i>e</i>	3 <i>c</i>	.1287 <i>c</i>	
6 <i>c</i>	.1175 <i>b</i>	4 <i>d</i>	.1288 <i>d</i>	2.1350 <i>b</i>
7 <i>c</i>	.1176 <i>b</i>	5 <i>a</i>	.1289 <i>c</i>	.1351 <i>d</i>
8 <i>c</i>	.1177 <i>b</i>	6 <i>b</i>		.1352 <i>e</i>
9 <i>a</i>	.1178 <i>e</i>	7 <i>c</i>	2.1290 <i>b</i>	.1353 <i>d</i>
10 <i>a</i>	.1179 <i>e</i>	8 <i>a</i>	.1291 <i>a</i>	.1354 <i>d</i>
.1116 <i>b</i>		9 <i>c</i>	.1292 <i>e</i>	.1355 <i>c</i>
.1117 <i>d</i>	2.1180 <i>a</i>	10 <i>a</i>	.1293 <i>a</i>	.1356 <i>c</i>
.1118 <i>b</i>	.1181 <i>c</i>	11 <i>c</i>	.1294 <i>b</i>	.1357 <i>c</i>
.1119 <i>a</i>	.1182 <i>d</i>	12 <i>b</i>	.1295 <i>e</i>	.1358 <i>d</i>
	.1183 <i>e</i>	13 <i>d</i>	.1296 <i>d</i>	.1359 <i>d</i>
2.1120 <i>b</i>	.1184 <i>c</i>	14 <i>c</i>	.1297 <i>d</i>	
.1121 <i>c</i>	.1185 <i>a</i>	15 <i>e</i>	.1298 <i>a</i>	2.1360 <i>c</i>
.1122 <i>c</i>	.1186 <i>a</i>	.1236 <i>c</i>	.1299 <i>d</i>	.1361 <i>a</i>
.1123 <i>a</i>	.1187 <i>b</i>	.1237 <i>c</i>		.1362 <i>c</i>
.1124 <i>e</i>	.1188 <i>a</i>	.1238 <i>d</i>	2.1300 <i>c</i>	.1363 <i>d</i>
.1125 <i>b</i>	.1189 <i>b</i>	.1239 <i>d</i>	.1301 <i>c</i>	.1364 <i>c</i>
.1126 <i>a</i>			.1302 <i>d</i>	.1365 <i>b</i>
.1127 <i>a</i>	2.1190 <i>c</i>	2.1240 <i>a</i>	.1303 <i>c</i>	.1366 <i>c</i>
.1128 <i>b</i>	.1191 <i>d</i>	.1241 <i>e</i>	.1304 <i>e</i>	.1367 <i>c</i>
.1129 <i>c</i>	.1192 <i>b</i>	.1242 <i>c</i>	.1305 <i>e</i>	.1368 <i>b</i>
2.1130 <i>e</i>	.1193 <i>d</i>	.1243 <i>a</i>	.1306 <i>e</i>	.1369 <i>e</i>



2.1370 <i>e</i>	2.1378 <i>a</i>	2.1385 <i>e</i>	2.1392 <i>e</i>	2.1400 <i>c</i>
.1371 <i>e</i>	.1379 <i>c</i>	.1386 <i>b</i>	.1393 <i>c</i>	.1401 <i>e</i>
.1372 <i>e</i>		.1387 <i>b</i>	.1394 <i>b</i>	.1402 <i>a</i>
.1373 <i>c</i>	2.1380 <i>b</i>	.1388 <i>d</i>	.1395 <i>e</i>	.1403 <i>b</i>
.1374 <i>c</i>	.1381 <i>e</i>	.1389 <i>c</i>	.1396 <i>d</i>	.1404 <i>d</i>
.1375 <i>a</i>	.1382 <i>c</i>		.1397 <i>a</i>	.1405 <i>a</i>
.1376 <i>d</i>	.1383 <i>c</i>	2.1390 <i>b</i>	.1398 <i>c</i>	.1406 <i>b</i>
.1377 <i>c</i>	.1384 <i>b</i>	.1391 <i>c</i>	.1399 <i>d</i>	

## CHAPTER 3

3.1 <i>c</i>	3.47 <i>b</i>	3.87 <i>7a</i>	3.120 <i>7c</i>	3.149 <i>6e</i>
.2 <i>e</i>	.48 <i>b</i>	8 <i>a</i>	8 <i>a</i>	7 <i>e</i>
.3 <i>e</i>	.49 <i>d</i>	.88 <i>c</i>	9 <i>e</i>	8 <i>b</i>
.4 <i>e</i>		.89 <i>b</i>	10 <i>a</i>	9 <i>d</i>
.5 <i>b</i>	3.50 <i>b</i>		11 <i>b</i>	10 <i>d</i>
.6 <i>a</i>	.51 <i>b</i>	3.90 <i>e</i>	12 <i>e</i>	
.7 <i>e</i>	.52 <i>c</i>	.91 <i>d</i>	13 <i>d</i>	3.150 <i>1d</i>
.8 <i>d</i>	.53 <i>e</i>	.92 <i>a</i>	14 <i>e</i>	2 <i>b</i>
.9 <i>d</i>	.54 <i>d</i>	.93 <i>e</i>	15 <i>b</i>	3 <i>c</i>
	.55 <i>b</i>	.94 <i>c</i>	16 <i>e</i>	4 <i>b</i>
3.10 <i>c</i>	.56 <i>b</i>	.95 <i>b</i>	17 <i>e</i>	5 <i>e</i>
.11 <i>d</i>	.57 <i>d</i>	.96 <i>d</i>	18 <i>a</i>	6 <i>c</i>
.12 <i>c</i>	.58 <i>d</i>	.97 <i>c</i>	19 <i>c</i>	7 <i>e</i>
.13 <i>c</i>	.59 <i>b</i>	.98 <i>d</i>	20 <i>a</i>	8 <i>a</i>
.14 <i>b</i>		.99 <i>e</i>	21 <i>d</i>	
.15 <i>d</i>	3.60 <i>b</i>		.121 <i>e</i>	.151 <i>c</i>
.16 <i>d</i>	.61 <i>d</i>	3.100 <i>b</i>	.122 <i>b</i>	.152 <i>d</i>
.17 <i>d</i>	.62 <i>c</i>	.101 <i>c</i>	.123 <i>c</i>	.153 <i>b</i>
.18 <i>c</i>	.63 <i>c</i>	.102 <i>c</i>	.124 <i>c</i>	.154 <i>a</i>
.19 <i>b</i>	.64 <i>d</i>	.103 <i>b</i>	.125 <i>b</i>	.155 <i>b</i>
	.65 <i>b</i>	.104 <i>e</i>	.126 <i>d</i>	.156 <i>c</i>
3.20 <i>e</i>	.66 <i>b</i>	.105 <i>b</i>	.127 <i>e</i>	.157 <i>e</i>
.21 <i>e</i>	.67 <i>e</i>	.106 <i>d</i>	.128 <i>b</i>	.158 <i>c</i>
.22 <i>c</i>	.68 <i>e</i>	.107 <i>a</i>	.129 <i>d</i>	.159 <i>d</i>
.23 <i>d</i>	.69 <i>a</i>	.108 <i>b</i>		
.24 <i>e</i>		.109 <i>b</i>	3.130 <i>c</i>	3.160 <i>d</i>
.25 <i>a</i>	3.70 <i>e</i>		.131 <i>c</i>	.161 <i>c</i>
.26 <i>d</i>	.71 <i>e</i>	3.110 <i>d</i>	.132 <i>d</i>	.162 <i>d</i>
.27 <i>a</i>	.72 <i>d</i>	.111 <i>c</i>	.133 <i>d</i>	.163 <i>e</i>
.28 <i>d</i>	.73 <i>b</i>	.112 <i>c</i>	.134 <i>d</i>	.164 <i>a</i>
.29 <i>a</i>	.74 <i>d</i>	.113 <i>1c</i>	.135 <i>d</i>	.165 <i>d</i>
	.75 <i>e</i>	2 <i>a</i>	.136 <i>c</i>	.166 <i>e</i>
3.30 <i>a</i>	.76 <i>a</i>	3 <i>b</i>	.137 <i>b</i>	.167 <i>b</i>
.31 <i>d</i>	.77 <i>c</i>	4 <i>a</i>	.138 <i>e</i>	.168 <i>d</i>
.32 <i>a</i>	.78 <i>c</i>	5 <i>c</i>	.139 <i>d</i>	.169 <i>e</i>
.33 <i>a</i>	.79 <i>c</i>	6 <i>e</i>		
.34 <i>c</i>		7 <i>a</i>	3.140 <i>a</i>	3.170 <i>a</i>
.35 <i>d</i>	3.80 <i>d</i>	.114 <i>b</i>	.141 <i>c</i>	.171 <i>c</i>
.36 <i>b</i>	.81 <i>d</i>	.115 <i>d</i>	.142 <i>e</i>	.172 <i>c</i>
.37 <i>d</i>	.82 <i>b</i>	.116 <i>a</i>	.143 <i>b</i>	.173 <i>d</i>
.38 <i>d</i>	.83 <i>d</i>	.117 <i>d</i>	.144 <i>b</i>	.174 <i>d</i>
.39 <i>a</i>	.84 <i>d</i>	.118 <i>a</i>	.145 <i>b</i>	.175 <i>b</i>
	.85 <i>a</i>	.119 <i>e</i>	.146 <i>d</i>	.176 <i>e</i>
3.40 <i>e</i>	.86 <i>b</i>		.147 <i>e</i>	.177 <i>c</i>
.41 <i>b</i>	.87 <i>1c</i>	3.120 <i>1a</i>	.148 <i>d</i>	.178 <i>c</i>
.42 <i>b</i>	2 <i>b</i>	2 <i>b</i>	.149 <i>1a</i>	.179 <i>c</i>
.43 <i>d</i>	3 <i>d</i>	3 <i>d</i>	2 <i>d</i>	
.44 <i>d</i>	4 <i>a</i>	4 <i>b</i>	3 <i>a</i>	3.180 <i>c</i>
.45 <i>c</i>	5 <i>e</i>	5 <i>a</i>	4 <i>e</i>	.181 <i>e</i>
.46 <i>a</i>	6 <i>e</i>	6 <i>e</i>	5 <i>c</i>	.182 <i>e</i>

## CHAPTER 4

4.1 <i>d</i>	4.30 <i>e</i>	4.60 <i>a</i>	4.90 <i>a</i>	4.120 <i>e</i>
.2 <i>b</i>	.31 <i>e</i>	.61 <i>a</i>	.91 <i>d</i>	.121 <i>a</i>
.3 <i>c</i>	.32 <i>a</i>	.62 <i>d</i>	.92 <i>c</i>	.122 <i>c</i>
.4 <i>c</i>	.33 <i>d</i>	.63 <i>b</i>	.93 <i>b</i>	.123 <i>e</i>
.5 <i>d</i>	.34 <i>a</i>	.64 <i>d</i>	.94 <i>a</i>	.124 <i>d</i>
.6 <i>e</i>	.35 <i>a</i>	.65 <i>e</i>	.95 <i>a</i>	.125 <i>a</i>
.7 <i>e</i>	.36 <i>a</i>	.66 <i>d</i>	.96 <i>d</i>	.126 <i>c</i>
.8 <i>e</i>	.37 <i>e</i>	.67 <i>b</i>	.97 <i>c</i>	.127 <i>b</i>
.9 <i>d</i>	.38 <i>a</i>	.68 <i>a</i>	.98 <i>b</i>	.128 <i>c</i>
	.39 <i>e</i>	.69 <i>e</i>	.99 <i>b</i>	.129 <i>a</i>
4.10 <i>d</i>	4.40 <i>a</i>	4.70 <i>a</i>	4.100 <i>a</i>	4.130 <i>e</i>
.11 <i>b</i>	.41 <i>a</i>	.71 <i>c</i>	.101 <i>e</i>	.131 <i>c</i>
.12 <i>d</i>	.42 <i>e</i>	.72 <i>e</i>	.102 <i>d</i>	.132 <i>e</i>
.13 <i>e</i>	.43 <i>e</i>	.73 <i>d</i>	.103 <i>a</i>	.133 <i>d</i>
.14 <i>e</i>	.44 <i>b</i>	.74 <i>d</i>	.104 <i>c</i>	.134 <i>d</i>
.15 <i>d</i>	.45 <i>e</i>	.75 <i>e</i>	.105 <i>e</i>	.135 <i>a</i>
.16 <i>e</i>	.46 <i>d</i>	.76 <i>d</i>	.106 <i>c</i>	.136 <i>d</i>
.17 <i>e</i>	.47 <i>b</i>	.77 <i>e</i>	.107 <i>c</i>	.137 <i>c</i>
.18 <i>a</i>	.48 <i>a</i>	.78 <i>a</i>	.108 <i>b</i>	.138 <i>d</i>
.19 <i>e</i>	.49 <i>e</i>	.79 <i>b</i>	.109 <i>d</i>	.139 <i>b</i>
4.20 <i>a</i>	4.50 <i>d</i>	4.80 <i>b</i>	4.110 <i>b</i>	4.140 <i>b</i>
.21 <i>b</i>	.51 <i>b</i>	.81 <i>b</i>	.111 <i>d</i>	.141 <i>d</i>
.22 <i>c</i>	.52 <i>c</i>	.82 <i>e</i>	.112 <i>a</i>	.142 <i>a</i>
.23 <i>a</i>	.53 <i>c</i>	.83 <i>b</i>	.113 <i>e</i>	.143 <i>b</i>
.24 <i>d</i>	.54 <i>e</i>	.84 <i>c</i>	.114 <i>e</i>	.144 <i>a</i>
.25 <i>d</i>	.55 <i>d</i>	.85 <i>b</i>	.115 <i>a</i>	.145 <i>d</i>
.26 <i>d</i>	.56 <i>e</i>	.86 <i>b</i>	.116 <i>c</i>	.146 <i>d</i>
.27 <i>d</i>	.57 <i>c</i>	.87 <i>c</i>	.117 <i>e</i>	.147 <i>a</i>
.28 <i>b</i>	.58 <i>e</i>	.88 <i>c</i>	.118 <i>d</i>	.148 <i>e</i>
.29 <i>c</i>	.59 <i>a</i>	.89 <i>b</i>	.119 <i>c</i>	.149 <i>c</i>
				4.150 <i>a</i>
				.151 <i>b</i>

## CHAPTER 5

5.1 <i>a</i>	5.30 <i>b</i>	5.60 <i>d</i>	5.90 <i>d</i>	5.120 <i>a</i>
.2 <i>e</i>	.31 <i>b</i>	.61 <i>e</i>	.91 <i>e</i>	.121 <i>e</i>
.3 <i>e</i>	.32 <i>d</i>	.62 <i>e</i>	.92 <i>d</i>	.122 <i>e</i>
.4 <i>e</i>	.33 <i>c</i>	.63 <i>e</i>	.93 <i>e</i>	.123 <i>e</i>
.5 <i>b</i>	.34 <i>e</i>	.64 <i>b</i>	.94 <i>e</i>	.124 <i>e</i>
.6 <i>c</i>	.35 <i>e</i>	.65 <i>d</i>	.95 <i>c</i>	.125 <i>d</i>
.7 <i>d</i>	.36 <i>d</i>	.66 <i>a</i>	.96 <i>a</i>	.126 <i>b</i>
.8 <i>d</i>	.37 <i>a</i>	.67 <i>e</i>	.97 <i>e</i>	.127 <i>a</i>
.9 <i>d</i>	.38 <i>c</i>	.68 <i>d</i>	.98 <i>d</i>	.128 <i>d</i>
	.39 <i>d</i>	.69 <i>a</i>	.99 <i>a</i>	.129 <i>a</i>
5.10 <i>a</i>	5.40 <i>b</i>	5.70 <i>e</i>	5.100 <i>e</i>	5.130 <i>e</i>
.11 <i>a</i>	.41 <i>d</i>	.71 <i>c</i>	.101 <i>a</i>	.131 <i>a</i>
.12 <i>a</i>	.42 <i>c</i>	.72 <i>d</i>	.102 <i>d</i>	.132 <i>e</i>
.13 <i>b</i>	.43 <i>e</i>	.73 <i>e</i>	.103 <i>b</i>	.133 <i>e</i>
.14 <i>e</i>	.44 <i>b</i>	.74 <i>e</i>	.104 <i>b</i>	.134 <i>d</i>
.15 <i>c</i>	.45 <i>e</i>	.75 <i>b</i>	.105 <i>d</i>	.135 <i>e</i>
.16 <i>e</i>	.46 <i>e</i>	.76 <i>b</i>	.106 <i>c</i>	.136 <i>e</i>
.17 <i>a</i>	.47 <i>d</i>	.77 <i>c</i>	.107 <i>c</i>	.137 <i>d</i>
.18 <i>e</i>	.48 <i>e</i>	.78 <i>a</i>	.108 <i>e</i>	.138 <i>c</i>
.19 <i>a</i>	.49 <i>d</i>	.79 <i>d</i>	.109 <i>a</i>	.139 <i>a</i>
5.20 <i>a</i>	5.50 <i>e</i>	5.80 <i>a</i>	5.110 <i>c</i>	5.140 <i>b</i>
.21 <i>b</i>	.51 <i>b</i>	.81 <i>d</i>	.111 <i>c</i>	.141 <i>e</i>
.22 <i>a</i>	.52 <i>d</i>	.82 <i>c</i>	.112 <i>a</i>	.142 <i>b</i>
.23 <i>e</i>	.53 <i>e</i>	.83 <i>e</i>	.113 <i>c</i>	.143 <i>e</i>
.24 <i>c</i>	.54 <i>b</i>	.84 <i>c</i>	.114 <i>c</i>	.144 <i>e</i>
.25 <i>b</i>	.55 <i>e</i>	.85 <i>b</i>	.115 <i>d</i>	.145 <i>c</i>
.26 <i>c</i>	.56 <i>a</i>	.86 <i>a</i>	.116 <i>a</i>	.146 <i>d</i>
.27 <i>e</i>	.57 <i>a</i>	.87 <i>a</i>	.117 <i>e</i>	
.28 <i>a</i>	.58 <i>c</i>	.88 <i>e</i>	.118 <i>b</i>	
.29 <i>a</i>	.59 <i>e</i>	.89 <i>d</i>	.119 <i>e</i>	



## CHAPTER 6

6.1 <i>c</i>	6.32 <i>b</i>	6.63 <i>a</i>	6.94 <i>c</i>	6.125 <i>b</i>
.2 <i>d</i>	.33 <i>d</i>	.64 <i>c</i>	.95 <i>b</i>	.126 <i>e</i>
.3 <i>e</i>	.34 <i>d</i>	.65 <i>a</i>	.96 <i>c</i>	.127 <i>d</i>
.4 <i>d</i>	.35 <i>e</i>	.66 <i>e</i>	.97 <i>e</i>	.128 <i>e</i>
.5 <i>a</i>	.36 <i>d</i>	.67 <i>a</i>	.98 <i>c</i>	.129 <i>e</i>
.6 <i>d</i>	.37 <i>e</i>	.68 <i>e</i>	.99 <i>c</i>	
.7 <i>c</i>	.38 <i>b</i>	.69 <i>c</i>		6.130 <i>b</i>
.8 <i>d</i>	.39 <i>d</i>		6.100 <i>c</i>	.131 <i>d</i>
.9 <i>e</i>			.101 <i>c</i>	.132 <i>c</i>
6.10 <i>d</i>	6.40 <i>e</i>	6.70 <i>a</i>	.102 <i>a</i>	.133 <i>e</i>
.11 <i>e</i>	.41 <i>d</i>	.71 <i>c</i>	.103 <i>d</i>	.134 <i>a</i>
.12 <i>b</i>	.42 <i>b</i>	.72 <i>d</i>	.104 <i>e</i>	.135 <i>e</i>
.13 <i>d</i>	.43 <i>d</i>	.73 <i>b</i>	.105 <i>e</i>	.136 <i>b</i>
.14 <i>a</i>	.44 <i>b</i>	.74 <i>a</i>	.106 <i>c</i>	.137 <i>a</i>
.15 <i>d</i>	.45 <i>a</i>	.75 <i>b</i>	.107 <i>d</i>	.138 <i>a</i>
.16 <i>c</i>	.46 <i>a</i>	.76 <i>e</i>	.108 <i>e</i>	.139 <i>e</i>
.17 <i>d</i>	.47 <i>e</i>	.77 <i>d</i>	.109 <i>a</i>	
.18 <i>a</i>	.48 <i>c</i>	.78 <i>e</i>		6.140 <i>c</i>
.19 <i>c</i>	.49 <i>c</i>	.79 <i>c</i>	6.110 <i>e</i>	.141 <i>e</i>
		6.80 <i>e</i>	.111 <i>c</i>	.142 <i>e</i>
6.20 <i>a</i>	6.50 <i>d</i>	.81 <i>d</i>	.112 <i>d</i>	.143 <i>a</i>
.21 <i>b</i>	.51 <i>b</i>	.82 <i>d</i>	.113 <i>c</i>	.144 <i>a</i>
.22 <i>a</i>	.52 <i>b</i>	.83 <i>d</i>	.114 <i>b</i>	.145 <i>c</i>
.23 <i>d</i>	.53 <i>e</i>	.84 <i>c</i>	.115 <i>b</i>	.146 <i>e</i>
.24 <i>b</i>	.54 <i>d</i>	.85 <i>b</i>	.116 <i>c</i>	.147 <i>d</i>
.25 <i>c</i>	.55 <i>b</i>	.86 <i>d</i>	.117 <i>d</i>	.148 <i>e</i>
.26 <i>c</i>	.56 <i>e</i>	.87 <i>d</i>	.118 <i>a</i>	.149 <i>e</i>
.27 <i>e</i>	.57 <i>e</i>	.88 <i>c</i>	.119 <i>b</i>	
.28 <i>a</i>	.58 <i>c</i>	.89 <i>c</i>	6.120 <i>b</i>	6.150 <i>c</i>
.29 <i>c</i>	.59 <i>a</i>		.121 <i>c</i>	.151 <i>e</i>
6.30 <i>d</i>	6.60 <i>b</i>	6.90 <i>c</i>	.122 <i>a</i>	.152 <i>d</i>
.31 <i>b</i>	.61 <i>e</i>	.91 <i>b</i>	.123 <i>c</i>	.153 <i>c</i>
	.62 <i>a</i>	.92 <i>d</i>	.124 <i>a</i>	.154 <i>a</i>
		.93 <i>c</i>		

## CHAPTER 7

7.1 <i>c</i>	7.37 <i>b</i>	7.72 <i>c</i>	7.108 <i>d</i>	7.143 <i>b</i>
.2 <i>b</i>	.38 <i>b</i>	.73 <i>d</i>	.109 <i>e</i>	.144 <i>b</i>
.3 <i>c</i>	.39 <i>d</i>	.74 <i>a</i>		.145 <i>e</i>
.4 <i>c</i>		.75 <i>a</i>	7.110 <i>d</i>	.146 <i>c</i>
.5 <i>c</i>	7.40 <i>b</i>	.76 <i>b</i>	.111 <i>c</i>	.147 <i>a</i>
.6 <i>d</i>	.41 <i>d</i>	.77 <i>a</i>	.112 <i>d</i>	.148 <i>e</i>
.7 <i>a</i>	.42 <i>d</i>	.78 <i>c</i>	.113 <i>b</i>	.149 <i>c</i>
.8 <i>a</i>	.43 <i>c</i>	.79 <i>b</i>	.114 <i>e</i>	
.9 <i>e</i>	.44 <i>e</i>		.115 <i>d</i>	
	.45 <i>a</i>	7.80 <i>c</i>	.116 <i>d</i>	7.150 <i>d</i>
7.10 <i>c</i>	.46 <i>c</i>	.81 <i>c</i>	.117 <i>d</i>	.151 <i>e</i>
.11 <i>c</i>	.47 <i>b</i>	.82 <i>b</i>	.118 <i>a</i>	.152 <i>c</i>
.12 <i>b</i>	.48 <i>a</i>	.83 <i>e</i>	.119 <i>a</i>	.153 <i>e</i>
.13 <i>d</i>	.49 <i>a</i>	.84 <i>e</i>		.154 <i>c</i>
.14 <i>c</i>		.85 <i>e</i>	7.120 <i>c</i>	.155 <i>c</i>
.15 <i>b</i>	7.50 <i>a</i>	.86 <i>c</i>	.121 <i>e</i>	.156 <i>b</i>
.16 <i>b</i>	.51 <i>d</i>	.87 <i>a</i>	.122 <i>d</i>	.157 <i>b</i>
.17 <i>d</i>	.52 <i>a</i>	.88 <i>e</i>	.123 <i>d</i>	.158 <i>c</i>
.18 <i>d</i>	.53 <i>a</i>	.89 <i>d</i>	.124 <i>b</i>	.159 <i>a</i>
.19 <i>e</i>	.54 <i>a</i>		.125 <i>e</i>	
	.55 <i>b</i>	7.90 <i>c</i>	.126 <i>a</i>	7.160 <i>e</i>
7.20 <i>d</i>	.56 <i>e</i>	.91 <i>e</i>	.127 <i>c</i>	.161 <i>b</i>
.21 <i>b</i>	.57 <i>b</i>	.92 <i>e</i>	.128 <i>e</i>	.162 <i>b</i>
.22 <i>a</i>	.58 <i>e</i>	.93 <i>e</i>	.129 <i>d</i>	.163 <i>c</i>
.23 <i>c</i>	.59 <i>e</i>	.94 <i>d</i>		.164 <i>e</i>
.24 <i>e</i>		.95 <i>b</i>	7.130 <i>b</i>	.165 <i>d</i>
.25 <i>b</i>	7.60 <i>a</i>	.96 <i>b</i>	.131 <i>d</i>	.166 <i>e</i>
.26 <i>c</i>	.61 <i>c</i>	.97 <i>b</i>	.132 <i>b</i>	.167 <i>d</i>
.27 <i>e</i>	.62 <i>b</i>	.98 <i>d</i>	.133 <i>e</i>	.168 <i>b</i>
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	.65 <i>e</i>	7.100 <i>c</i>	.136 <i>b</i>	
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.31 <i>a</i>	.67 <i>d</i>	.102 <i>b</i>	.138 <i>d</i>	.171 <i>a</i>
.32 <i>d</i>	.68 <i>d</i>	.103 <i>e</i>	.139 <i>e</i>	.172 <i>e</i>
.33 <i>a</i>	.69 <i>a</i>	.104 <i>a</i>		.173 <i>e</i>
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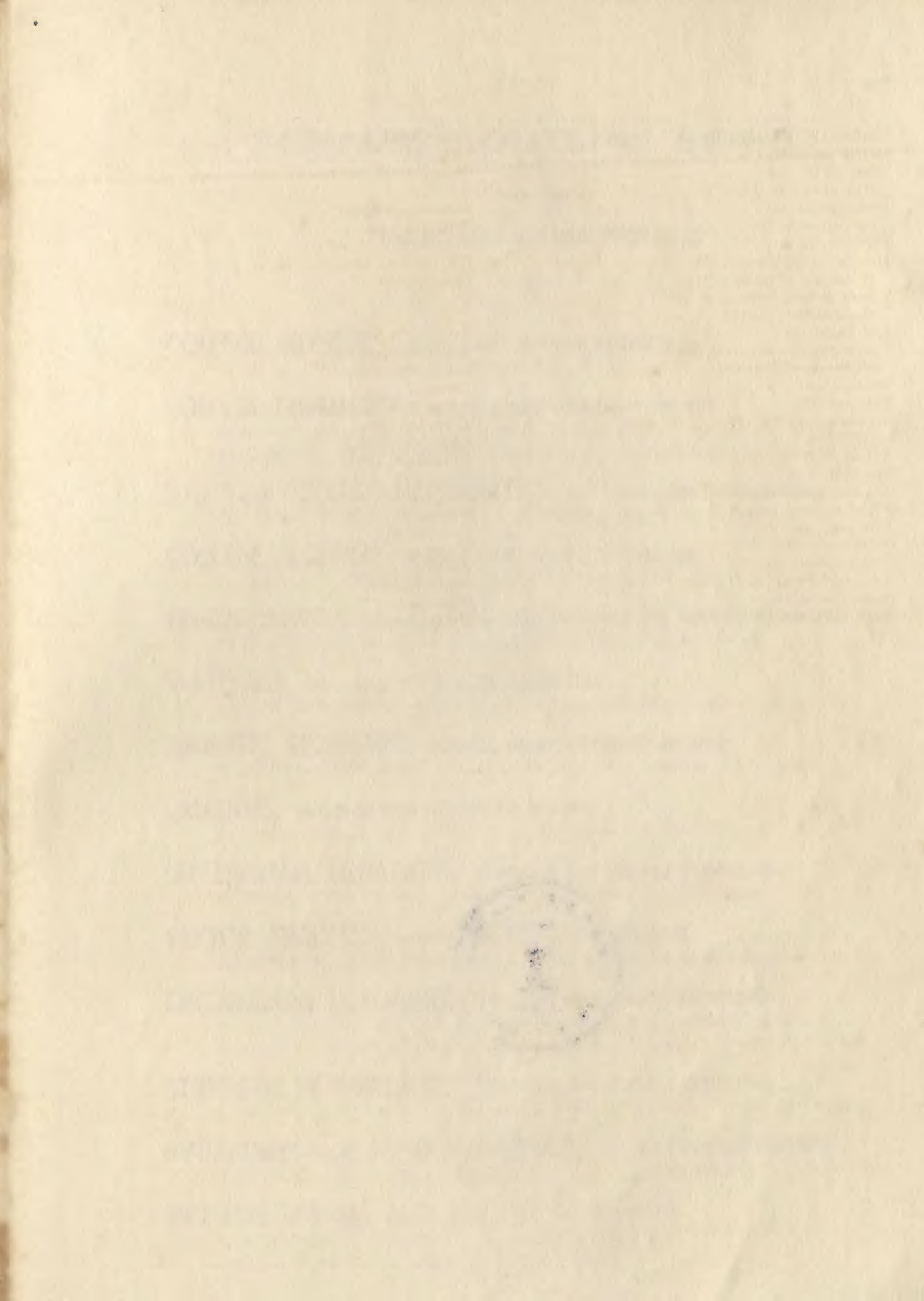
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